

DESK NO. 9.



REPORT

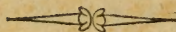
OF THE

SCHOOL COMMITTEE

OF THE TOWN OF

NEW-BEDFORD,

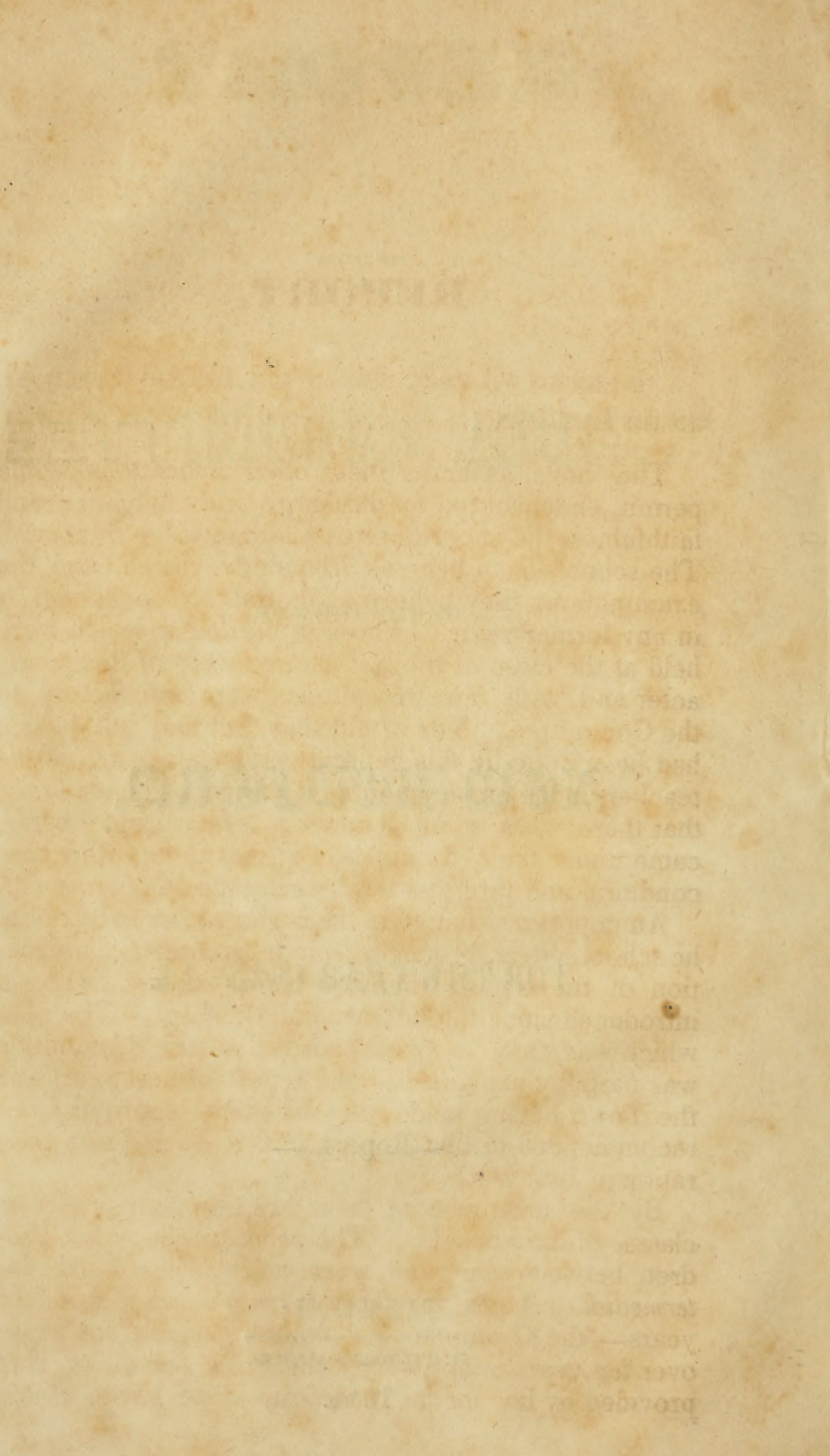
FOR THE YEAR 1843-'44.



NEW-BEDFORD:

H. TILDEN'S PRESS.

1844.



REPORT.

In compliance with law and established usage, the School Committee present their Annual Report :

They have, as far as their other avocations would permit, endeavoured to discharge with diligence and faithfulness the important trusts committed to their care. The schools have been as frequently visited, and the examinations they believe as thoroughly conducted as in any former years. Those in particular which were held at the close of the last quarter were of that character and, with few exceptions, were satisfactory to the Committee. Nor would they feel that full justice had been done by this general commendation to all the teachers in the employment of the town, without adding, that there were some schools of every grade which came under their examination at that time, with whose condition and progress they were especially gratified.

An important change in the organization of our public school system, producing a more complete classification of the schools than had before existed, has been introduced since the last Annual Meeting. The plan which was then in contemplation of the Committee was partially explained in the report of last year, and the Town having made the necessary appropriations recommended in that Report, it was carried into operation in June last.

By this arrangement there are now four grades or classes of our schools. The *primary* schools for children between *four* and *seven* years of age — the *intermedial* schools for those between *seven* and *ten* years — the Grammar or Common schools for those over *ten* years of age — and the High school or that provided by law for the use of the whole town, which

receives all pupils over twelve years of age who upon examination are found qualified to enter it.

There are *six* primary schools now in operation:—two on Charles street, two on Bush street, one on Third street, and one on Maxfeld street. A female teacher has charge of each of these Schools. The wants of a rapidly spreading population will soon call for one or two additional Schools of this class.

There are *nine* intermedial schools:—two on Maxfeld street, two on William street, two on South Sixth street, one at Acushnet Village, one at the Hill, and one at the Grove School House. The three last named Schools receive some children under seven years of age, who, if they resided in the compact part of the town, would attend the primary schools, and thus they partake of the character of both classes. These are all taught by females as principals, with a female assistant in all cases where the School is so large as to require one.

There are *seven* Grammar or Common schools:—two on Charles street, two on Bush street, one at the Hill School House, one at the Grove, and one at Acushnet. On Charles and Bush streets the sexes are taught in different Schools; at the other places they are united in the same School. At the Schools for Boys on Charles and Bush streets, at the Hill and at the Grove, male teachers are employed as Principals. At the two in which girls exclusively are taught and at Acushnet, the Principals are females.—During the winter months however it has been found expedient to employ a male teacher at Acushnet.—One or more female assistants are employed wherever the number of scholars makes it necessary.

The High School constitutes the fourth class in this arrangement. It is conducted by a male teacher and two female assistants.

Besides these are the Schools at the North part of the town, at Perry's Neck, and at Clark's Point, where, on account of the limited and sparse population of those Districts, it has not been found practicable to introduce this reform. They are therefore taught upon the old plan, combining the first three classes in one school. These are all taught by females.—

The School at Clark's Point was discontinued for a short time after the opening of the Grove School, as stated in the Report of last year, but it was thought best to re-establish it.

The new arrangement has now been tried for three successive quarters and has already commenced upon the fourth. The Committee have carefully attended to its operations and they hesitate not to say, that it has worked well and has proved an eminently successful experiment. That both in efficiency and in economy it is a great improvement upon the old system—for by this classification one teacher can attend to a larger number of pupils, and instruct them at the same time more thoroughly than was practicable on the former plan. The increasing population of the Town would have required more teachers and, consequently, a greater expenditure of money at this very time to meet its necessities, had they not been already met and provided for by this re-organization of our whole School System. It is true, inconveniences have attended its introduction. Such evils were to be expected, and yet they may have produced on some minds a first impression unfavorable to the change. But it will be found that they have arisen, mainly if not entirely from this circumstance; that the School-Houses already built are not precisely adapted, either in their location, or construction, to the requirements of the present system. The evil will gradually disappear as new houses and other accommodations shall be provided, until experience, that best of all tests, shall reconcile the minds of all who will examine for themselves, to the Schools as they now are. There is but one opinion among the members of the Committee on this subject. No consideration that can be presented would induce them to tread back their steps, and return to the old arrangement. And they are happy to find their views in this matter fully confirmed by the observations of the accomplished Secretary of the Board of Education during his recent visit to the Schools of Europe. He states on page 84 of his Seventh Annual Report, that "the first element of superiority in a Prussian School, and one whose influence extends throughout the whole

subsequent course of instruction consists in the proper classification of the scholars. In all places where the numbers are sufficiently large to allow it, the children are divided according to ages and attainments."

"There is no obstacle whatever, save prescription, and that *vis inertiae* of mind which continues in the beaten track, because it has not vigor enough to turn aside from it, to the introduction at once of this mode of dividing and classifying scholars in all our large towns."

The High School has fully sustained during the last year the reputation it had previously acquired. The building on Elm street which it still occupies is insufficient for its accommodation. It is too small.—It is out of repair and is in other respects inconvenient and unsuitable for such a purpose. Its appearance, more repulsive than any of the houses occupied by the intermedial or common schools, is discreditable to the town. It is not ours and we are liable to be turned out of it at any moment. We feel constrained to renew the recommendation of former Reports and to say that it is quite time some better accommodation for this School was provided. Our population is rapidly increasing and farther provision for other Schools must soon be made. Some of the School Houses, erected but a few years since, are too contracted in their dimensions and are inadequate to the present wants of the town. We think that larger and more commodious houses should in future be built.

A partial relief from our present inconveniences might be obtained by altering and enlarging some of the houses now occupied. But here we encounter a new embarrassment in the anomalous tenure by which the property is held. Nearly all the School Houses in the compact part of the Town are the property of the former School Districts Nos. 4 and 5. The question at once arises, by whose consent and at whose expense shall these alterations be made? We cannot perceive that it will be of the slightest benefit to anybody to retain the title to these Houses in the territorial districts, ever shifting in their population, which formerly erected them—while the embarrassments to the School Committee from

this cause are as perplexing as they are unnecessary.— The Hill School House formerly the property of District No. 3, has been transferred to the Town within the past year, and we earnestly recommend that measures be promptly taken to have the titles to the other Houses occupied by the Public Schools transferred in the same manner.

Of the sum of 1300 dollars appropriated last year to enable the Committee to prepare suitable rooms for the accommodation of Primary Schools, about one half has been expended in altering the Houses on Charles and Bush streets formerly used for Infant Schools and in fitting the rooms on the second floor of the new Engine Houses on Maxfeld and Third streets, for this purpose. The balance remains unexpended, the cost of erecting the Engine Houses having been wholly defrayed by the Fire Department.

A new code of rules and regulations for the government of the Schools, carefully prepared by a sub-committee of this board, has been recently submitted to our consideration. It has been under examination of the Committee the past week, but as the closing period of our labours was at hand, it was deemed proper to refer the subject for final action to our successors in office.

The subject of School Libraries has claimed farther attention from the Board, but we are not prepared to make a definite Report at this time.

The whole number of children who have attended the Public Schools during any part of the year, as collected from the abstracts of the several School Registers, is 2237. So many children, by removal of their parents' residence and by other causes, are transferred from one School to another during the year, and thus have their names borne on more than one Register, that it is difficult to obtain perfect accuracy in this particular. The number above stated is believed to be very nearly correct.

The average number belonging to all the schools for the year has been 1860, and the average attendance has been 1423. The greatest punctuality in attendance has been found as heretofore at the High school, and the greatest deficiency in the Primary schools.—

The deficiency in the latter, while, for obvious reasons, it admits of excuses that cannot be extended to scholars of maturer age, contributes greatly to diminish the general average.

The whole number of Public Schools in operation at the present time is 26. The number of teachers employed in them is 43; of these *five* are males and 38 are females.

The annual amount of salaries we are now paying is 11,375 dollars. It will be perceived, that the improvement introduced by the present classification of the Schools has enabled us to employ a greater proportion of female teachers than heretofore, and thus to diminish the aggregate expense.

We present the usual estimate of the amount required for the support of Public Schools, for the ensuing year, viz:—

For salaries of teachers,	:	:	\$12,500
Fuel, repairs, and contingencies	:	:	3,000
			\$15,500

But as there is an available surplus in the Treasury to the credit of this Department of 3700 dollars, we recommend an appropriation of 12,000 dollars at this time.

During the last autumn, George W. Baker, for many years the Secretary, and one of the most active and useful members of this Board, and previously an efficient teacher in our Public schools, was removed from us by death. A testimonial of the esteem in which he was held by his associates on the Committee was, soon after this afflictive event, directed to be entered on our records. But in consideration of the many valuable services he has rendered the Town in this and the various other trusts confided to him by his fellow-citizens, we are unwilling to let this occasion pass by, without bearing another tribute of our respect to his memory.

All which is respectfully submitted

On behalf of the Committee.

THOMAS A. GREENE.

New-Bedford, 3d Mo., 25, 1844.

REPORT
OF THE
SCHOOL COMMITTEE
Of the Town of New-Bedford.
1844, '45.

The School Committee, being now about to surrender into other hands the responsible duties which have been entrusted to their care during the past year, submit the following as their

ANNUAL REPORT:

A new code of rules and regulations for the government of the Committee and the Public Schools was adopted in May last. Two thousand five hundred copies thereof were immediately printed and distributed, one copy being directed to be sent to every family in Town.

By these regulations it is made the duty of the Chairman, "to exercise a general supervision over the several schools, to visit each school monthly, and oftener when he may deem the interest thereof shall require." With the exception of the school in the extreme northern portion of the town, which has been two or three times omitted in these monthly visits, this injunction has been strictly complied with. Every other school has been visited by him, at least once a month, and oftener, whenever circumstances appeared to require it. These visits have been extended to the class rooms in most instances, and sufficient time has been allotted to them to acquire a knowledge of the relative standing and condition of the several schools.— For the last six months nearly half his time, during school hours, has been devoted to this service. Nor have the

other members of the Committee omitted to perform their share of this important duty. And we take pleasure in availing ourselves of this occasion to acknowledge the satisfactory manner in which the schools generally have been conducted, and the faithfulness with which the arduous duties of the teachers in our employment have been discharged, with scarce an exception, during the past year.

And we would here renew an invitation, which has been often before extended to parents to co-operate with us by frequently visiting the schools in which their children are instructed. Let not any suppose, that, because they do not feel qualified to be the best judges of the character of the school and the advancement of the scholars, they may therefore as well stay away. Their occasional presence will be an evidence to teacher and pupil, that they care for the school and take an interest in its progress, which may do incalculable good. We could hope also that some parents would, during these visits, see for themselves the evils resulting to the pupils from irregular attendance and the consequent interruption of classes, and would resolve that no trivial causes should hereafter interfere with the regular and punctual attendance of THEIR children at all the hours allotted for school.

But if our citizens have not always shown that active personal interest in the public schools, which is to be desired, they have generally been willing to entrust the committee with the discharge of their proper business, without other interference. We regret to be obliged to except from this statement a case, where impertinent and insulting letters were received from a parent by one of our most successful teachers, who had been guilty only of a commendable firmness and impartiality in maintaining the rules of his school. These letters have been passed over to the Committee and will be preserved only as examples to be avoided; such as should receive from all good citizens their indignant reprobation.

The Town having responded to the recommendation of this Committee in their report of last year, that a new House should be provided for the High School, by the liberal appropriation of TWELVE THOUSAND dollars for that

object, and having placed the same at the joint disposal of this Board and the Selectmen, a building committee was appointed by the Board to unite with the Selectmen in carrying this purpose into effect. A lot of land containing about sixty rods, eligibly situated at the junction of Middle and Summer streets, was purchased, and a brick and stone building, eighty feet by fifty, has been erected thereon. The outer walls were completed, in a workmanlike manner, last fall, and the building enclosed, before the severity of the winter set in. The interior is now in the process of completion; and it is expected that it will be ready to be occupied by the commencement of the summer terms in June next. One floor is designed for the accommodation of the High School; and the other floor and the basement for such other schools as the public convenience may be found to require. A more detailed report of the joint action of the two Boards, in performance of the duty assigned them by this vote of the town, must necessarily be deferred till these services shall be completed.

The school house on Bush street, which had been previously occupied by two primary schools, has been enlarged and improved, during the past year, by the addition of a second story, and one of the intermedial schools has been removed from the house on Sixth street to the new apartment. One of the primary schools has been, at the same time, removed from this building to the room thus vacated in the Sixth street house. Thus has one of the inconveniences alluded to in our report of last year, arising from the too great distance which some of the smaller children were obliged to travel to attend their schools, been, in a good measure obviated, and a great accommodation afforded to this section of the town, at the cost of about SEVEN HUNDRED AND FORTY DOLLARS. This expense has been defrayed out of the surplus balance which remained unexpended from the previous year.

From the records of the Committee we extract the following tabular statement, showing the station and names of all the teachers now in our employ, the schools to which they are respectively attached, and the yearly salaries which they receive :—

Station.	Name of Teacher.	School.	Salary.
	Principal. Hannah H. Davis.	North.	\$225
	Principal. Sybil W. Kennison.	Acushnet, Grammar.	300
	Principal. Deborah F. Potter.	Acushnet, Intermedial.	200
	Principal. Ruth A. Gwynneth.	Perry's Neck.	200
	Principal. Ebenezer Hervey.	Hill, Grammar.	700
	Principal. Anna Webb.	Hill, Intermedial.	275
	Assistant. Deborah H. Wing.	Hill, Intermedial.	150
	Principal. Phebe H. Bryant.	Maxfeld st., Intermedial, (upper.)	275
	Assistant. Mary B. Randall.	Maxfeld st., Intermedial, (upper.)	150
	Principal. Sophia Bryant.	Maxfeld st., Intermedial, (lower.)	275
	Assistant. Lydia L. Watkins.	Maxfeld st., Intermedial, (lower.)	150
	Principal. Mary Mason.	Maxfeld Primary.	225
	Principal. Benjamin Evans.	Charles street, Grammar, (boys.)	700
First Assistant.	Harriet C. Homer.	Charles street, Grammar, (boys.)	200
Second Assistant.	A. R. Commerford.	Charles street, Grammar, (boys.)	150
	Principal. Nancy P. Hunter.	Charles street, Grammar, (girls.)	300
First Assistant.	Hannah P. Robinson.	Charles street, Grammar, (girls.)	200
Second Assistant.	Joanna B. Dunham.	Charles street, Grammar, (girls.)	150
	Principal. Eliza J. D. Shepherd.	Charles street, Primary, (east.)	225
	Principal. Avis Spooner.	Charles street, Primary, (west.)	225
	Principal. Mary Ann Taylor.	William st., Intermedial, (upper.)	275
	Assistant. Mary C. Ingraham.	William st., Intermedial, (upper.)	150
	Principal. Elizabeth Y. Allyn.	William st., Intermedial, (lower.)	275
	Assistant. Mary D. Watkins.	William st., Intermedial, (lower.)	150
	Principal. Amasa L. Gleason.	Bush street, Grammar, (boys.)	700
First Assistant.	Harriet P. Cushman.	Bush street, Grammar, (boys.)	200
Second Assistant.	Mary Ann Crapo.	Bush street, Grammar, (boys.)	150
	Principal. I. G. Macomber.	Bush street, Grammar, (girls.)	300
First Assistant.	Sarah C. Davenport.	Bush street, Grammar, (girls.)	200
Second Assistant.	Margaret G. Norton.	Bush street, Grammar, (girls.)	150
	Principal. Mary T. Congdon.	Bush street, Intermedial.	275
	Assistant. Anna W. Eddy.	Bush street, Intermedial.	150
	Principal. Anna Maria Bailey.	Bush street, Primary.	225
	Principal. Eliza B. Harrison.	Third street, Primary.	225
	Principal. Sarah W. Crapo.	Sixth street, Intermedial.	275
	Assistant. Lydia G. Davenport.	Sixth street, Intermedial.	150
	Principal. Harriet N. Covell.	Sixth street, Primary.	225
	Principal. Ellis Bartlett.	Grove, Grammar.	700
	Principal. Henrietta S. Tucker.	Grove, Intermedial.	275
	Assistant. Rebec. H. Thompson.	Grove, Intermedial.	150
	Principal. Rebecca G. Nye.	Clark's Point.	225
	Principal. John F. Emerson.	High School.	1200
First Assistant.	Susan E. Burdick.	High School.	400
Second Assistant.	Mary Ann Wilbour.	High School.	300

The whole number of persons in town between the ages of FOUR and SIXTEEN years was ascertained in May last to be 3281. The average number of scholars registered in the public schools for the year has been 2051. FIFTY-Six of these have been over sixteen years of age, but none have been under four years. The average attendance has been 1582. The number attending, it will be seen, bears about the same ratio to the number registered, that it did in the report of last year.

The increase of our population is nowhere more plainly manifested than by the accumulation of scholars in some of our public schools. The most striking evidence of this increase for the past year has been presented at the Hill school. The Intermedial and primary school in that district, from being one of the smallest, has become one of

the largest of its class in the town. An assistant teacher was appointed for this school in the autumn, thus adding one to the number employed at the time of our last report. But this school now numbers about one hundred children on its register, and further relief must soon be provided, either by contracting the limits of the district, or by separating the intermedial and primary scholars into distinct schools. The High School too, owing to the very large class — FIFTY-ONE in number — admitted at the last examination, is crowded to the utmost capability of the tenement it now occupies. But this discomfort is submitted to with very good grace on the part both of teachers and pupils of that school, in the prospect of being soon supplied 'with ample room and verge enough' in the spacious building which is preparing for their reception.

The School Library is another subject which has claimed the attention of the Committee. The sub-committee having this matter in charge, were prevented by engagements of more pressing importance from giving an early attention to it. But, during the last few months, they have procured about 1300 volumes of books which they consider to be adapted to their purpose. These are deposited in the committee room, where suitable shelves have been constructed for their accommodation. This has been done in compliance with that section of the rules of the Committee which provides for one Central Library for the use of the schools within the compact part of the town, instead of separate libraries in the different school houses. The books procured are intended for the Central Library, except about 100 volumes, mostly duplicates or triplicates of some of the others, which are to be deposited at the Acushnet and North school houses, for the benefit of the children residing in the northern parts of the town. Only about one half of the library fund has yet been expended. Further purchases of books, and the adoption of suitable regulations for the use of them by the scholars of the Public Schools, will doubtless claim the attention, at their earliest convenience, of those who may succeed to our places.

We come now to the state of the finances of this depart-

ment, and the appropriations that will be needed to meet its expenses for another year.

Resources of the Year 1844-5.

Balance on hand last year, after deducting the Library fund of \$1200,	\$6,704.07
Appropriation of last year,	12,500.00
From income of State School Fund,	417.79
Assessments for books supplied,	97.29—\$19,719.16

Expenditures.

Paid for salaries of teachers,	\$12,269.41
Rent of two school houses,	200.00
Alterations of Bush street house,	740.11
Fuel, repairs, incidental, &c.,	3,029.67—\$16,239.19

Balance to our credit in the Treasury,	\$3,479.97
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By which it will appear, that, in addition to the ordinary expenses of the year, the bills for the alteration of the house on Bush street, and for the repairs of the damages by fire at the William street house, have been paid out of the means placed at the disposal of this committee by the last Annual Town Meeting; the balance above stated being just about sufficient to pay salaries of teachers for the current quarter, and such other bills as will probably be presented during the time.

The recent annexation, by the Legislature, of a part of Dartmouth to this Town, will require the addition of at least two schools to our present number, for the accommodation of that district. Should as large a class be admitted at the next examination of candidates for the High school as was received in December last, the services of another assistant in that school will become indispensable. It is our opinion, that one, if not two more primary schools, and perhaps one new school of a higher grade, will be needed in the course of the ensuing year. We think, also, the next Committee will find it necessary to enlarge the present school house on Clark's point, or erect a new one in its stead, during the coming summer. And we, accordingly,

recommend that there be raised for the payment of salaries
of teachers for the ensuing year the sum of \$14,000.00

And for fuel, furniture, repairs, and all other
incidental expenses, including that for
the Point School House,

3,500.00

\$17,500.00

Respectfully submitted,

For the Committee,

THOS. A. GREENE, Chairman.

New-Bedford, 4mo. 22d., 1845.

REPORT

OF THE

School Committee

OF THE

TOWN OF NEW-BEDFORD,

FOR THE YEAR 1845-'46.

NEW-BEDFORD:
EVENING BULLETIN PRESS,
1846.



REPORT.

OF SCHOOL-HOUSES.

The new school-house on Middle street being completed, the upper floor was occupied by the High School at the commencement of its summer term in June last. Shortly after, the Boys' Grammar School on Charles street was removed to the lower floor of this building, and these rooms continue to be so occupied at the present time. The High School room will accommodate two hundred and fifty pupils; the Grammar School room will contain more than two hundred, and neither of these apartments is, at the present time, entirely filled. They are ample, commodious and well ventilated, and one of them, at least, for pleasantness of situation and convenience of arrangement, will not yield the palm to any school-room with which we are acquainted within the Commonwealth. The lot was purchased, and the house completed, within the appropriation of twelve thousand dollars made by the town. But in furnishing the school-rooms, and constructing the furnaces, an additional sum has been expended, for which we shall ask a specific appropriation ere we close this Report.

A new and convenient house has also been erected, as contemplated in our Report of last year, for the accommodation of the school at Clarke's Point. The house was finished, and its occupancy commenced, during the last autumn. The whole expense, coal-house and fences included, was \$824.36. The old house was sold for \$40, leaving a balance of \$784.36, which has been paid from the contingent fund of this department. The pupils of this school are now comfortably provided for, and our citizens need no longer feel any mortification, as they pass by this school-house in their daily drives to the Point.

Shortly after the last Annual Meeting, we were notified by the Board of Firewards, that the rooms, occupied temporarily by the Primary Schools, in the engine houses on Maxfeld and Third streets, were needed for the purposes of that department. We accordingly proceeded to make other arrangements for these schools. One of the school rooms in the house on Charles street having been vacated by the removal of the Boys' Grammar School to Middle street, the Intermedial School on the lower floor of the Maxfeld street house was removed to Charles street, and the room thus left was appropriated to the Primary School. To accommodate the school on Third street, an unoccupied house was removed from Dartmouth street, it being no longer needed there since the annexation of that part of Dartmouth to this town. It was enlarged and fitted up on a lot on Griffin street leased by the Committee for one year for this purpose. The Committee have obtained the terms on which this lot may be purchased by the town, at any time previous to the expiration of the lease ; and they recommend that authority be now given, and an appropriation made for its purchase accordingly. The lot contains thirteen and twenty-one one-hundredths rods of land, and its cost will be \$396.30. These changes took place at the commencement of the school term in September last, and the preparations for them have been draughts upon our contingent fund which were not anticipated at the time of our annual Report of last year.

Two additional schools were opened in June—one at Haskins' corner, and one at Cannonville—on the territory transferred from Dartmouth to New Bedford, the houses in which these were held being already provided. In the same month it was found necessary to provide another assistant for the High School. In December additional Teachers were required at the Intermedial School on Charles street, and at the Grammar School on Middle Street, and in March another was added to the Grammar School at the Grove. Thus it has become necessary during the year to increase the number of Teachers by the addition of *six* persons, all of whom are females ; making the number at present

to consist of *fifty*; *five* males and *forty-five* females. Their names and present stations, with the average number of scholars belonging to each school during the winter term, and the average attendance for the same term, will appear in the following table :

SCHOOL.	NAMES OF TEACHERS.	Number of Scholars.	Average Attendance.	P ct. of att ^e
North School.	Hannah H. Davis.	35 2	24.1	68½
Accushnet Intermedial.	Deborah F Potter.	35 2	30.5	86½
“ Grammar.	Tabitha G Macomber.	43	32.8	76½
Perry's Neck.	Anna B. Gifford.	14.7	11 3	77
Haskins' Corner.	Jane P King.	47	38.9	83
Cannonville.	Elizabeth P. King.	41.6	31.1	75½
Hill Intermedial and } Primary. }	Mary D. Watkins, Principal. } Deborah H. Wing, Assistant. }	36 7	56.9	65½
Hill Grammar.	Ebenezer Hervey.	52 2	49.2	94½
Maxfeld Intermedial.	Eliza D. Shepherd, Principal. }	96 4	71.2	73½
“ Primary.	Lydia L. Watkins, Assistant }	70.7	47.6	67½
	Ruth Ann Gwynneth.			
Charles Street Intermedial.	Anna Webb, P. incipal. }	159	116.5	73½
	Mary B Randall, 1st Assistant. }			
	Jane M. Gould, 2d Asstt. }			
Charles Street Grammar. }	Annab B. Robinson, Principal }	142.8	115 3	80½
Girls. }	Ann L. Bourne, 1st Assistant. }			
	Martha E. Keith, 2d Assistant. }			
Charles Street Primary (East.)	Clara D. Cory.	56 4	42 2	74½
“ “ “ (West.)	Avis Spooner.	55 4	39.6	71½
	Benjamin Evans, Principal. }			
Middle Street Grammar, }	Harriet C. Homer, 1st Assistant. }	177.5	149 5	84½
Boys. }	Mary F. Shockley, 2d “ }			
	Anna R. Commerford, 3d “ }			
William Street, Intermedial. }	Elizabeth Y. Allyn, Principal. }	73 2	61.9	84½
lower room. }	Susan T. Congdon, Assistant. }			
“ “ upper room.	Mary Ann Taylor, Principal }	62	49.1	79½
	Mary C. Ingraham, Assistant. }			
Bush Street Grammar, }	Amasa L. Gleason, Principal }	136.7	122.4	89½
Boys. }	Harriet P. Cushman, 1st Assistant }			
	Mary Ann Crapo, 2d Assistant. }			
Bush Street Grammar, }	Sybil W. Kennison, Principal }	137.9	114.3	83
Girls. }	Sarah C. Davenport, 1st Assistant }			
	Mary G. Washburn, 2d Assistant. }			
Bush Street Intermedial.	Mary T. Congdon, Principal }	69.3	56.6	81½
“ “ Primary.	Anna W. Eddy, Assistant. }	74.8	57 1	76½
Griffin Street Primary.	Anna Maria Bailey.	70.7	54 2	77
	Eliza B. Harr son.			
Sixth Street Intermedial.	Sarah W. Crapo, Principal. }	80 7	64.2	79½
	Lydia G. Davenport, Assistant }			
Sixth Street Primary.	Harriet N. Covell	61.9	47 1	76
Grove Grammar.	Cyrus Bartlett, Principal. }	56.6	50.5	89.4
	Sarah H. Bartlett, Assistant. }			
Grove Intermedial and }	Henriet a S. Tucker, Principal. }	84.3	69 1	82
Primary. }	Rebecca H. Thompson, Assistant. }			
Clarke's Point.	Rebecca G. Nye.	36 3	27	74½
	John F. Emerson, Principal. }	girls 105	94 4	90
High School.	Susan E. Burdick, 1st Assistant. }	boys 75.2	70.7	94
	Mary Ann Wilbour, 2d Assistant. }			
	Eliza H. Tobey, 3d Assistant. }			
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This table has been carefully compiled from the sheet registers in which the semi-daily attendance is recorded, and which are kept in all the schools. For the Primary and some of the intermedial schools we have taken the most unfavorable season of the year, as the young children are frequently prevented from attend-

ing in winter by the stormy weather. This is also in some measure true of the Girls' Grammar Schools, but the boys' are as well attended at this season as at any other. By adding the columns, we find the average number belonging to all the schools for the three winter months to be 2238,3—the average attendance to be 1795,2—and consequently the per centage of the whole attendance is 80 1-4.

CONDITION OF THE SCHOOLS.

We have given to these schools during the past year as much of our time and attention as could well be spared from other public and private duties. The Chairman has regularly made his usual monthly visits, with a single exception as to each of the two schools most remotely situated; while some of them have been visited much oftener, whenever circumstances appeared to require it. At the close of the winter term in February, we made one of the most thorough examinations that has ever been made of our public schools.—Several of the Committee devoted almost the whole of their time, for the last two weeks of the term, to this purpose, and nearly every member of the Committee attended some of the examinations. Four sub-committees were appointed, each consisting of from three to five members—one to visit the Grammar Schools, another to visit the Intermedial Schools, a third to attend to the Primary Schools, and a fourth to examine the schools situated out of the village. It will be seen that the names of several members must have been placed on two of these Committees. It will also be perceived, that by having one sub-committee to examine all the schools of the same grade, the best opportunity was afforded for comparing those of the same class with each other. These examinations were, upon the whole, very satisfactory; but we will endeavor, as briefly as possible, to be somewhat more particular in our details.

The Grammar School with which we were most pleased, taking into view the general deportment of the scholars and the progress made in their studies, was the Boys' School on Bush street. This is, indisputably,

a first rate school. Between the two Grammar Schools composed, exclusively, of girls, we saw very little difference. They were both in good condition, and gave satisfactory evidence of the progress made by the pupils. Nancy P. Hunter, who has for several years been the successful Principal of the school on Charles street, has now resigned the station. We trust her successor will maintain the school in its present high position.—The two schools, the Grove and the Hill, composed of both sexes, gave gratifying evidence of the advancement of the pupils. There is at the Grove School a small class of scholars more advanced in their studies, who might have entered the High School last year, but who, on account of their remote residence from that school, have preferred to remain and prosecute their studies where they now are. Such a class, if it be a good one, as in this case it is, must tend to elevate the general character of the school. Putting this class out of the account, the two schools last named will compare very well together. In punctuality of attendance, a very important item in estimating the relative standing of these schools, the Hill School takes precedence of all the other schools of the same grade. Their average attendance forming a higher per centage of the number on the register than will be found in any of the other Grammar Schools.

Of the Boys' School on Middle street we cannot give so favorable an account. There was a want of proper animation, of an awakened, life-inspiring energy among the pupils. We regret to say that adverse influences have operated, during the last and preceding winter, to the great injury of this school; influences not chargeable upon the Teachers, and such as it is scarcely in the power of the best teachers successfully to counteract. We hope, without descending more minutely into particulars in this Report, that they on whom the discharge of our duties may devolve for another year, will see to it, that the same evils shall not be suffered to prevail to the same paralyzing extent again.—For the present they are mainly removed, and we are happy to state that the school is already giving evidence

of a return to its former good character. The Teachers seem determined that no effort on their part shall be wanting, and we look, before another year passes away, to hear as good an account of this school as we can now give of its fellows.

Of the Intermedial Schools we may say, more briefly, that the one on Bush street ranks as number one in our estimation. The Reading in this school is of a high order, considering the ages of the pupils; nor do the performances in Arithmetic fall far behind it. The school at the Grove and that on Sixth street gave good evidence of the general improvement of the pupils; while others, at various distances, which would admit of considerable discrimination if it were desirable to be more particular, follow after them. We believe that most of the teachers, both principals and assistants, are desirous to discharge their duties faithfully and conscientiously; and some of them, to whom we have not here directly alluded, stand deservedly high in our estimation.

The Primary Schools maintain very well the character they have acquired in former years; and, with the present teachers of these, the Committee feel, generally, well satisfied.

Of the schools out of the village, we should give the palm to the North School. It is under excellent management. Those at Haskins' Corner and Clarke's Point fall but little short of the North School in their title to our commendation. The Accushnet Grammar School, though it has had the misfortune twice to change its teacher within the last six months, fully sustains its former reputation. That at Cannonville is in a low, backward state. The only bright side of the picture here is, that it is now placed in the hands of an efficient teacher, who, if it can be done, will make something out of it. We hope therefore that a more favorable report will come from it by another year.

HIGH SCHOOL EXAMINATION.

We shall now proceed to give some account of the semi-annual examination of this school in December

last. As this was the first instance in New-Bedford, in which a school examination had been conducted, by proposing written questions and requiring separate written answers from every pupil to every question, we have thought that an account of it, somewhat more minute and particular than we have heretofore been accustomed to give, should now be presented to the citizens at large.

The publication of the Report of the Examining Committee of the city of Boston, containing the result of their experiment on the same plan, had just been completed in the Common School Journal. The public mind in that city appeared to be much excited, on account of the unexpected deficiencies manifested by the answers. But we think the attention of very few persons here had as yet been called to the subject. A few of the questions in arithmetic proposed by the Boston Committee had been given, by the Principal of this school, to some of the higher classes for solution, without stating to them from what source they were obtained; beyond this, it did not appear that the attention of the scholars had been at all directed to the Boston Report.

We had made no preparation, for it was not till the hour of our labors had arrived, that we decided upon the course to be pursued. The whole of the two lower classes, the *fifth and sixth*, *seventy-eight* in number, were called out, without any previous intimation of what would be expected from them, every one being requested to bring his slate and pencil, and these only, with him. They were then informed in what manner we should proceed. They were told that this method, though new to them, had been practised in some other schools. And they were exhorted to go calmly and deliberately to their work, not suffering themselves to be disconcerted by the novelty of this mode of examination, but to do themselves justice, by showing what they did know of the subjects on which they might be questioned. They were further told, that we expected from every scholar his own answers to the questions asked, to be prepared without communica-

tion with any other person. Now we will not say that in no case was any such communication made. It is possible that some scholar, by casting his eye over the slate of the one sitting next him, may have derived an occasional hint from his more prompt and ready associate. But, as they nearly all proceeded at once and with apparent alacrity to their work, and as it was performed under the immediate eye of the Committee, there could have been very little assistance of this kind. Besides, we have that confidence in the truthfulness of most of our scholars, that, after the admonition had been given, we could rely, even if our eye had not been upon them, on receiving their own unassisted answers to the questions proposed. We are in the practice of trusting much to their honesty in these respects. And we have generally found, that the more confidence we place in them, the greater becomes their trustworthiness. The consciousness that they are deemed thus worthy of confidence arouses in their breasts a manlier feeling, establishes a firmer resolution, that this confidence reposed in them shall find an adequate response in their own souls. And we are satisfied, that, with the man as with the boy, with the adult or the youthful mind of either sex, the bestowal of confidence is the true way of inspiring trustworthiness. That, with the young in an especial manner, this course of procedure, when accompanied with a directness free from all duplicity in our intercourse with them, will seldom fail of the desired effect. And, therefore, to approach them in a trusting and confiding spirit, should ever be the general rule ; while distrust and doubt, when sad experience has shown them to be necessary, should be the sorrowful exception.

But to return to our narrative. The following questions in Geography were then propounded to these classes, every scholar copying them on his or her slate as they were severally announced from the desk :

1st. What are the principal Rivers in Asia?

2d. What are the principal Rivers running into the Mississippi from the West?

3d. What is the general course of the Rivers in North and South Carolina?

4th. The same question as to Kentucky and Tennessee ?

5th. Why do the Rivers of these States run in opposite directions ?

6th. What do you understand by the line of perpetual snow ?

7th. On which range of mountains is this line most elevated, the Rocky Mountains or the Cordilleras of Mexico ?

8th. Name the rivers, gulfs, oceans, seas and straits, through which a vessel must pass, in going from Pittsburg in Pennsylvania, to St. Petersburg in Russia ?

9th. If a merchant in Liverpool dines at 3 o'clock and a merchant in Boston at 2 o'clock, which dines first ?

These nine questions were selected from the thirty-one given by the Boston Committee, and were thought to be a fair average of the whole. Several of them, it will be perceived, were varied, by the substitution of another place or country for the one given in Boston, so that, if, by any possibility, the attention of a pupil had been previously called to the question in their Report, his preparation in that instance should not avail him. But we were satisfied, that, if any scholar, by previous examination of these questions, should have prepared himself with the right answer, he would not be one of the number that would be likely to fail, if he had entered unprepared on such a trial. As each scholar completed his task, he presented his slate to the Committee. We did not limit them for time, giving to each as much as he required ; but some were ready in a few minutes, and all, we think, were far within the hour.

The ages of these scholars averaged about fourteen and a half years. The majority were under that age, but as a few were between sixteen and eighteen, it brought the average up to that number. None were under twelve and a half years. There were about *seven hundred* answers given, for with us every scholar answered every question. There was no "I don't know," no "non mi recordor" thought of. Of these

we received but *twenty-seven* positively erroneous answers. A portion of the remaining answers were incomplete or redundant in some of their specifications, but these only were positively wrong. To be more particular. To the eighth question there were three erroneous answers. One pupil included the Gulf of Bothnia and one the Gulf of Riga in his list. We called these answers wrong, though he would have to pass by the entrance of both these gulfs on his voyage. The other was a much grosser error. But when one in his answer omitted to mention the English Channel, and another the Scaggerac, we did not condemn the answer, especially as, when their attention was called to it, they promptly supplied the deficiency. A few commenced by naming the Alleghany river before the Ohio, which we did not pronounce an error, for when an explanation was asked, the ready answer would be, she sails out of the mouth of the Alleghany. To the fourth question, if the west or northwest was given as the direction of the rivers, we called the answer right. If the southwest was given, we pronounced it wrong. So, too, in the first answer, if one of the large rivers of Asia was omitted, while the rest were correctly given, or in the second, if one of the main branches of the Missouri was added to those emptying directly into the Mississippi, we did not condemn the answers on that account. But there were very few among them in which these defects occurred. In answering the sixth question, several of the answers described the region, rather than defined the line of perpetual snow; but the answer to the following question showed, that they generally understood the object of the enquiry, and had a correct notion of the subject in their minds. There were, however, some incorrect answers to the latter question. The Committee were well satisfied with the result of this examination. There were not more errors than we expected, and not so many as we feared, after reading the account of the Boston Committee—our errors amounting to hardly more than a tithe of theirs. And we think, that from our two younger classes not much more should have been expected, than from the best scholars selected from the Boston Grammar Schools.

While the answers to these questions were in preparation, the following eight questions in Natural Philosophy were propounded in the same manner to the fourth class :

1st. What is meant by the centre of gravity of a body ?

2nd. What by its momentum ?

3d. How much further will a body fall in ten seconds than in five ?

4th. What is the reason that in cutting a piece of pasteboard with a pair of scissors, it should be held close to the rivet and not at the ends of the blades ?

5th. Which could we stop most easily, a car weighing a ton, moving at the rate of ten miles an hour, or a car weighing a hundred tons, moving at the rate of a quarter of a mile in an hour ?

6th. How high can we raise water in a common pump with one box ?

7th. In building a cistern should it be made stronger at the top or at the bottom ? Why ?

8th. In a small boat which is in danger of being upset, should the passengers stand up or lie down ? Why ?

Of this class, the smallest in the school, only *eleven* were present. We received, therefore, *eighty-eight* answers. Of these *thirteen* were incorrect. There were, as before, some imperfections in the other answers, but we were satisfied that the essential point was understood by the pupil, though his answer was not always expressed with the precision and clearness that would be desirable. Most of the errors here were in answering the third and fifth questions. The answer to the fourth, though in some cases awkwardly expressed, showed, in almost every instance, that the pupil understood the principle involved in the enquiry.

The following five questions in Astronomy were given to the second, and to a portion of the first class :

1st. What do you mean by the terms *zenith* and *nadir* ?

2nd. What is the azimuth of a heavenly body ?

3d. Has the earth the greatest velocity in its diurn-

al or its annual revolution?

4th. In the diurnal revolution, which are moved with the greatest velocity, the inhabitants of Mexico, or of Boston?

5th. Which of them moves the fastest in its annual revolution round the sun?

These questions were answered by *twenty-three* scholars. There were, therefore, *one hundred and fifteen* answers. Only *eight* of these were erroneous.—The first, fourth and fifth questions were answered correctly by every one of the number examined. The second was answered correctly by every *boy* of the class, and with clearness and precision by most of them. The failures, of course, were on this and the third question.

Two questions, selected from Sherwin's Algebra, which is not a text book in this school, were given to the *seventeen* members of the third class. They were solved correctly by every scholar. Two others in Arithmetic, more intricate and difficult, were given to the same class the next day, and here, of *thirty-four* answers *twenty* were incorrect, which is the greatest proportion of failures we have to record.

Two other questions in Arithmetic were given to *eight* members of the first class on the first day. Of the *sixteen* answers, one only was incorrect, and that by a slight mistake in pointing the decimals.

Besides these exercises, there was an oral examination of the fifth class, in Arithmetic, on the first day, which was conducted by S. Barrows, Principal of the Friends' Academy, in presence of a portion of the Committee, and was pronounced by them to be very creditable to the pupils. But the examination of so many written answers rapidly consumed the time, and night had overtaken us before the whole was concluded. There were some errors in punctuation, but we had hardly time to notice them, and made no record of them. There were others in spelling, of which we took more notice, pointing them out to the attention of the scholar as we returned his slate. There were instances also of the omission of capital letters at the beginning of words,

where they should have been used, and some errors of grammar in the construction of sentences. It is but justice, however, to say, that these errors were not abundant, nor often very flagrant in their character.— It may be proper to state further, that, in four of the six classes comprising the school, a majority of the members are females.

The exercises of the second day, in addition to the one already stated, were an oral examination of the first and second classes in Grammar. Several pages of Cowper's Task were read, and the most difficult words were selected for parsing, which was promptly performed with scarcely a single failure.

The *sixth* class was again called forward, and five questions in Linear Drawing were given them, to be answered on their slates as before. They were the following :

- 1st. What is the arc of a circle ?
- 2nd. Which is longest, the radius of a circle, or the side of a regular pentagon inscribed in it ?
- 3d. What is a cone ?
- 4th. Name the principal orders of Architecture.
- 5th. Give an example of each order in New Bedford.

As the fifth and last question required four distinct answers, the *forty* members of this class now gave *three hundred and twenty* answers to the questions put to them. Of these, *forty-five* were incorrect. About half of these were mistakes in citing specimens of the orders of architecture; the rest, with one exception, were erroneous answers to the second question. A few of them gave the Composite as a fifth order, and cited a specimen of it. This increased the number of answers; but as four only were intended to be required by the question, we did not take these into account.— It may be proper to say, however, that they were all given correctly.

As the remaining half day had been assigned for exercises in composition and declamation, we were constrained to stop here in our examination. We had entered upon it with some fears, that the novelty of the

mode of procedure might disconcert and embarrass the timid, and that the experiment might not prove a very successful one. But we were well satisfied—nay, we were highly gratified with the result. We consider this the most thorough examination of this school which the Committee has ever made. It was alike creditable to teachers and to pupils. We took pleasure in saying this to them at the time, and we do them no more than justice, in repeating it here, while in the act of surrendering the trust reposed in us as the guardians of the public schools, to those who may be appointed to succeed us. To them we commend this mode of examination, (with an exception, perhaps, of Grammar and a few other studies, in which we should still prefer the oral method,) as the best that has hitherto been adopted.

The satisfaction afforded by this examination, confirmed the Committee in the propriety of applying the same method, for the second time, in examining the candidates for admission to this school, on the following week. Sixty-six applicants were then examined, by a series of written questions, in Geography, Grammar and Arithmetic. Here there were more failures, and more, of course, were to be expected, and greater inequalities in the answers from the different pupils. But we are entirely satisfied, that in no other way could we have arrived, in the time allotted, at such an approximation to the true rank and standing of the candidates. We do not hesitate to pronounce it the best way in which the examination of these candidates can be conducted—the only way in which the claims of so large a number of applicants can be examined, within the short space of two or even three days, with any reasonable pretension to equal and exact justice in the decision of the Committee.

SCHOOL LIBRARY.

The catalogue of the Central School Library, which is located in the Committee's room at the Town Hall, now contains about *fifteen hundred and fifty* volumes. The books have been covered, numbered, labelled and carefully arranged; and the library is now opened, and

will continue to be opened weekly, under the care of a Librarian appointed by the Board, for the use of the teachers in all the schools, and of scholars over ten years of age. A copy of the regulations adopted by the Committee for its government, will be found in every volume. In the smaller libraries, attached to the school-houses remotely situated from the central library, no changes have been made since our Report of last year. About one third of the amount appropriated for these purposes, by the concurrent action of the Legislature and the town, remains yet unexpended.

SCHOOL APPARATUS.

There is another want under which our schools have long been laboring, and we think it quite time to begin to take measures for supplying it. It is the want of globes, maps, especially outline maps, and some other apparatus for the schools of advanced grade. They are all very deficient in these respects. We think that a few hundred dollars so invested would prove of very great benefit to the schools; that, in their present, otherwise favorable condition, the same amount could in no other way be so profitably expended; and we shall have special reference to this matter, in making our estimate of the funds required by this department for the coming year.

STATE SCHOOL FUND.

We have failed to receive our proportion of the income of the State School Fund for the last year. As this has not been in consequence of any negligence on the part of this Committee, or of any other officers of the town, we think it proper to state briefly the circumstances under which it was withheld. The act which directs the apportionment of this income to the several towns, contains a proviso, that no apportionment shall be made to any town which shall not have made, on the last day of April, the returns and report required by law. The official returns of this Committee to the Secretary of the Commonwealth were made in season, and in

compliance with the law. But the Annual Report to the town was not transmitted to the Secretary's Office till after the month of April, and for this reason: The Act of the Legislature to establish the city of New-Bedford, suspended the annual town meeting of that year, until the final decision of the town, on the question of accepting the city charter, should be made. In consequence of this act, the town meeting was necessarily deferred to the 28th of April, and, at its first adjournment, on the 29th—the whole of the first day being spent in the election of town officers—the Report was presented. It was, as usual, ordered to be printed, and a copy was forwarded to the Secretary as soon thereafter as practicable, but not before the 30th of April, for that was the very next day after it was presented. The Secretary and Treasurer, in making the apportionment, felt bound to adhere strictly to the letter of the law; but they expressed their opinion without hesitation, one of them to the Chairman of the Selectmen, and the other to the Chairman of this Committee, that the Legislature would, on application by the town, representing the facts in the case, promptly direct its payment.

The application was made and was referred to the Joint Committee on Education. That Committee, after examining the case, reported a resolve in our favor. It passed the Senate without objection, but was opposed and finally rejected in the House. Thus has that branch of the Legislature seen fit, to withhold from the town of New-Bedford its proportion of the income of the School Fund for the year 1845—for not doing what the Legislature, by its own special act, put it beyond the power of the town to do. As good citizens, we bow, submissively, to this decision of the delegated wisdom of the Commonwealth. But we are deprived for the present—we trust another Legislature will take a different view of the matter—of one of the resources of this department, on which we had confidently relied in making our estimates for the last year, and we must, of necessity, apply to the town, to make good the consequent deficiency.

STATE OF OUR FINANCES.

RECEIPTS:

Balance on hand last year, in-	
cluding Library Fund,	\$4,089
Appropriation of last year,	17,500
Assessments for books,	86.11
	\$21,675.11

EXPENDITURES:

For salaries of Teachers,	\$13,132.00
“ building Point School-house,	784.36
“ repairs,	1,736.68
“ fuel,	818.60
“ Library account,	133.71
“ Incidental account,	2,273.96
	\$18,879.31

Balance in the Treasury, \$2,795.80

The difference between this balance and that stated in the report of the Selectmen, is explained by the fact, that a few bills, approved at the last meeting of this Board, were not paid by the Treasurer, till after he had closed his accounts for the year. Deducting from this balance the unexpended Library Fund, \$475.26, we have in the Treasury, available for the purposes of this department, the sum of \$2,320.54, which is less by about *twelve hundred dollars* than will be required to pay salaries and other bills becoming due in May, so that there will be an actual deficiency of that amount, to complete the current school year. Our share of the income of the State School Fund, and the repayment to us of the cost of furnaces at the High School-house, which has been paid and charged to our incidental account, would very nearly make good this deficiency.—In the item of repairs is included the cost of painting two school-houses—that at Accushnet and the large house on Charles street—and also the cost of removing and enlarging the house on Griffin street.

Beside the cost of furnaces, there is a balance against the High School-house on the Treasurer's books of

\$469.42. We recommend, therefore, that the following appropriations be made :

For completing the High School-house,	\$1100	
For purchase of lot on Griffin street,	400	
		\$1,500
For payment of salaries of Teachers,	\$14,500	
For fuel, repairs, school apparatus,		
and all other incidental expenses,		
including a sum to cover the existing deficiency,	5,000	
		\$19,500
		\$21,000

Respectfully submitted,

For the Committee.

THOMAS A. GREENE, Chairman.

NEW-BEDFORD, 4 mo. 13, 1846.

REPORT

OF THE

School Committee

OF THE

TOWN OF NEW-BEDFORD,

FOR THE YEAR 1846-'47.

NEW-BEDFORD:

PRESS OF THE EVENING BULLETIN.

1847.

AT the close of another Municipal year, the School Committee of New-Bedford, present to their fellow-citizens their

ANNUAL REPORT,

comprising a summary statement of the more important proceedings of the Board during the year, and, as they believe, a correct view of the condition of the Schools under their care, at the present time.

OF SCHOOL HOUSES.

The situation of the school-property has not been materially changed during the year. No new school-house has been erected. The school-house at Perry's Neck, heretofore rented of Warren Ashley, has been purchased of him, removed about seventy rods eastward of its former location and nearer the centre of the district which it accommodates, and placed on a lot which has also been purchased of him for the purpose. The Boys' apartment of the Grammar School-house on Bush-street has been remodelled and greatly improved; and this house and the Grove school-house have been re-painted during the year.

The William-street schools, which had long been greatly annoyed by the din and bustle of the numerous workshops collected about them, were brought to the climax of their troubles, by the establishment, in August last, of a bowling-alley in immediate proximity to their windows. The continuance of the schools under these multiplied annoyances was no longer practicable. The Committee had no alternative, but to attempt to have the bowling-alley abated as a public nuisance, or to remove the schools from its vicinity. As this was only one, though in itself by far the most formidable of the disturbances which had beset them,

they chose the latter alternative. They procured the lease of a vacant lot on Market-street, and caused the school-house to be immediately removed thereto. Regarding this as a temporary arrangement, measures were taken by the Committee to ascertain where a suitable lot for the erection of a new house could be obtained, and plans and estimates were prepared to be submitted to a town-meeting called in January for the purpose. But at that meeting the town declined to take any action on the subject, and there, for the time, the matter ended.

With these exceptions, all our schools continue of the same grade and are held at the same places as at the time of our last report. But, in the title under which much of the school-property was held, an important and long desired change has at last been effected. At legal meetings of the inhabitants of school districts No. 4 and 5, specially called for the purpose in June last, it was decided to convey to the town all the property held by these districts for school purposes. These conveyances have accordingly been made, under all the forms and solemnities which the law requires, by persons appointed and authorized therefor at those meetings. The conveyance from No. 5 is unencumbered with any condition whatever. That from No. 4 is on condition that the property, or the proceeds of it if sold, shall be forever devoted to the purposes of education. A conveyance to the town of the school-house which belonged to district No. 1, which conveyance was directed to be made by a vote of that district some years since, has also been completed and placed upon record. The lot on Griffin-street on which the primary school-house was placed, and which was held by lease last year, has also been purchased and conveyed to the town. All the property which is now used and occupied for school purposes has thus become vested in the town by clear and undisputed title in fee simple, excepting only the leased lot on Market-street above mentioned, and the land on which the school-house at Cannonville is placed, which is occupied, we believe, only by sufferance.

To clothe the nakedness of some of the school-house yards, and thus to render them more suitable places for the recreation of the children and more in conformity with the acknowledged good taste and public spirit of this community, *fifty* elm trees were planted last spring, under the direction of a sub-committee, principally in the lots on Middle, Charles and Maxfeld streets. There are spaces enough on some of the other lots for an addition to this number, to the great improvement of this portion of the public property, should another Committee concur with us in this opinion.

SCHOOL EXAMINATIONS.

The Committee have been desirous that the personal attention given to the various duties of their appointment during the past year should compare not unfavorably with the efforts of former years. Their visits to the schools, as they think the registers will show, have been as frequent, and they hope as useful as in any former year. The examinations at the close of the terms, with the single exception perhaps of that in February last, have been as fully attended as those of the preceding year. The illness of one member of the Committee, the necessary absence from town of another during part of the time allotted for the February examinations, and the indispensable private engagements of several others, prevented so full attendance at some of these as was obtained last year. But part of our number were assiduous in their attention, and we believe none of the schools were passed over without a visit from at least some one member of the Committee.

PRIMARY SCHOOLS.

The Primary Schools we consider to be in quite as favorable a condition as they were at the time of our report last year. One or two of these, which we did not then regard as among the best managed, have been perceptibly improved, while we are not aware that any

of them have materially deteriorated. Owing to the large increase of scholars in these schools, it was deemed necessary last summer to appoint three assistants for so many of these schools in which the attendance was the largest. And, though the numbers have somewhat diminished during the winter season, we have thought it best to continue their services, anticipating that the seats will again be filled with the return of pleasant and milder weather. There has, accordingly, been this increase in the aggregate number of teachers employed, over that of last year. We regard the school on Griffin-street as the best conducted school of this class, while we feel very well satisfied with several of the others.

INTERMEDIAL SCHOOLS.

Of the Intermedial Schools we have little variation to make in this report from that of last year. They have all been continued under their former Principals, until the commencement of the present school term, when it became necessary to make new appointments for the Grove and Sixth street schools, in consequence of the resignation of the former incumbents. We have reason to believe that these schools will continue to sustain their former reputation; and, while we think that in one or two of the schools of this grade there is a manifest improvement, we are not aware that there has been in any one a falling off from the standing which it occupied last year.

GRAMMAR SCHOOLS.

The Boys' Grammar-School on Middle-street, in relation to which the Committee was compelled by unfavorable circumstances to make an unfavorable report last year, has gradually resumed its former standing, and will no longer compare unfavorably with other schools of the same grade. As it is the largest school in town, composed of nearly two hundred Boys, we would award due credit to the teachers whose exertions have restored it to its proper position. In the Girls' school

on Charles-street, and in the Boys' on Bush-street, in consequence of the resignation of the former teachers, there has been a change of Principals during the year. By the withdrawal of a skilful and experienced Teacher, and the introduction of a comparative stranger, any school must be expected to suffer loss for a time. But we have good ground to hope and to expect, that the rank which these schools have formerly held in the estimation of the Committee will be awarded to them again. The Girls' school on Bush-street we think fully sustains its position of last year. The Hill Grammar-school still maintains its pre-eminence over all the other schools for punctuality of attendance, while in other respects this school has been conducted much to our satisfaction. The Grove school also, with its class of advanced scholars continuing from last year, sustains very well its former rank and character.

COUNTRY SCHOOLS.

In the school at Cannonville, of which a very unfavorable report was made last year, there has been a marked improvement. Though it is not yet what we hope at some future time it will be, we derive great encouragement from the progress which has been made since the former report. To the teachers under whose care this improvement has been effected, and especially to her who has the present charge of the school, the credit is mainly to be given. The other country schools have generally maintained their former good reputation, and we will add, that in the Acushnet Grammar-school and in the school at Perry's Neck, there has been a perceptible advancement in their rank and standing during the year. One of the best evidences of this is shown by the Register, in the increasing regularity of attendance on the part of many of the scholars.

HIGH SCHOOL.

The semi-annual examinations at the High-school

have been conducted, as far as the time appropriated to them would permit, by written questions and answers, upon the plan introduced last year. Of that first experiment, the result was presented somewhat in detail in our last report. The interest which this narration excited, not only among our own citizens, but in many other towns to which copies of that document were sent, induces us to conclude, that some of the pages of the present report cannot be better occupied than with a similar account of our subsequent examinations, which we now proceed to give.

To begin with that of May last. Twelve questions in Geography were, in the first place, given to the seventy-six pupils composing the 5th and 6th classes, the two younger classes of the school. These questions were dictated to them as before, were copied by each scholar on his or her slate, and the answers were then written underneath, each scholar completing his answers and putting his slate into the hands of the Committee before returning to his seat. The following were the questions given :

1st.—What are the principal branches of the Missouri River, and where does it empty?

2d.—What States border on the Ohio River? and what are their Capitals?

3d.—Where is the White Sea? and with which Ocean is it connected?

4th.—Where does the Danube rise? through what Countries does it flow? and where does it empty?

5th.—Where is Arabia? and what are its boundaries?

6th.—Through what waters must a vessel pass in sailing from Calcutta to London?

7th.—What Countries and Islands lie under the tropic of Capricorn?

8th.—What Countries and Islands within the Arctic circle?

9th.—Should two persons set out at the same time—one from Boston and the other from Cincinnati—and each travel due west till he had passed over one degree of longitude, which would have travelled the farthest?

10th.—Is there any difference in the length of the present day at New Bedford and at Albany? if any, at which place is it the longest?

11th.—Why are the rivers in South America which empty into the Atlantic ocean, larger and longer than those that empty into the Pacific?

12th.—Draw an outline map of Maryland.

To these we received 912 answers, of which 195 were considered incorrect, leaving 717 correct answers.

To the *Fourth* class eight questions in Natural Philosophy were proposed. They follow :

1st.—What is meant by the velocity of a body?

2d.—What by its specific gravity?

3d.—Will a stone sink the faster in salt water or in spring water? why?

4th.—If a vessel, whose specific gravity is .6, be placed upon the water—the water being the unit of gravity—what part of it will sink below the surface?

5th.—When you skip a stone over the water, why does it not sink when it first strikes the water? why does it sink afterwards?

6th.—What is the velocity of sound? How long time will it require to pass over a Geographical league?

7th.—If the threads of a Screw be one inch apart, and the arm at the end of which we apply the power be ten feet in length, what in theory is the advantage gained by this mechanical power?

8th.—Do we in practice gain so much? if not, why?

There were thirty-one of this class present. They gave therefore 248 answers. 203 of these were admitted to be correct, and 45 were incorrect. One boy only answered every question correctly. The others made from one to three errors each; but most of them had one only.

To the *Second* and *Third* classes the following twelve questions in Astronomy were given—viz :

1st.—At the North Pole what is the length of the longest day and night? At what time does the sun rise and set?

2d.—Answer the same question at the Equator?

3d.—Which have the longest days at this season of the year, the inhabitants of New Bedford or New Orleans? Which in February?

4th.—Which moves the faster in its annual revolution, the Earth or Mars? Which then has the longer year?

5th.—Why do we always see the same side of the Moon?

6th.—What causes the variation of our seasons?

7th.—What causes an eclipse of the Moon?

8th.—Why is she not always eclipsed at the full?

9th.—What is meant by the nodes of a planet?

10th.—What by the parallax of a heavenly body?

11th.—What is the principal cause of the tides?

12th.—Explain the difference between Spring and Neap tides.—What is the cause of this difference?

Twenty-five scholars, these being smaller classes, answered these questions. There were 300 answers.

Fifty, one sixth of the number, were erroneous answers ; the remaining 250 were substantially correct. Nine scholars answered every question correctly. The errors of the remaining 16, varied from one to six for each individual.

Eleven questions in Geometry were given to the *First class*. They were as follows :

- 1st.—What is Geometry ?
- 2d.—How is the position of a straight line determined ?
- 3d.—How is the position of a plane determined ?
- 4th.—What is the size of a regular Hexagon that may be inscribed in a circle ?
- 5th.—What is the unit of solidity ?
- 6th.—What is meant by the volume of a solid ?
- 7th.—If two triangles have the same perimeter and rest on equal bases, one being isoseeles and the other scalene—which is the greater ?
- 8th.—Suppose a line to be drawn from the top of a pole 30 feet high to a point in the ground 30 feet from the base, how large angles will be formed by this line with the pole and the ground ?
- 9th.—How many regular polyedrons can there be ?
- 10th.—The diameter of a sphere is 25 feet, and the height of a zone is 4 feet, what is the surface of the zone ?
- 11th.—Suppose a wheel turns twice in tracking 16 1-2 feet, and that it turns 200 times in going round a bowling green, what is the area in acres, roods and rods ?

There were eighteen who answered these questions, giving 198 answers. The eight boys answered every question correctly. The ten girls gave erroneous answers to the 7th and 8th questions, and eight of these also made a mistake in working the 11th. There were therefore 170 correct, and 28 incorrect answers. The answers to these questions in Geometry were transferred to paper by our direction, and have been carefully presented. Abstracts of all the other answers were made out at the time, showing what questions were answered correctly and what were answered incorrectly by each individual, and these are also in possession of the Committee.

For want of time we proceeded no further with the written examinations in May. But there were oral exercises from different classes in English Grammar, Linear Drawing, Physiology, and in Arithmetic and Algebra. These were generally satisfactory, the perfor-

mances comparing favorably with those of the December preceding. The members of the first or graduating class acquitted themselves very creditably at this time ; and were, in the opinion of the Committee, a group of scholars to which this or any similar institution might proudly refer, as trophies of her successful training.

To the examination in December three entire days were appropriated, to say nothing of the many hours devoted by one of our number to a subsequent careful inspection of the work performed. This gave opportunity for the most thorough examination of this school that we think has ever been made. The result will appear in the sequel.

We began as before with questions in Geography—twelve in number—to the 5th and 6th classes. The following are the questions which were given :

1st.—What is the greatest longitude that any place can have ? what the greatest latitude ? If there be a difference in these answers, explain the cause of it.

2d.—Where are the Appenines ? In what direction do they range ?

3d.—Where is Egypt ? and how is it bounded ?

4th.—Where is Vancouver's Island, and to whom does it belong ?

5th.—Which is the largest river in Ireland ? In what direction does it flow, and where does it empty ?

6th.—What countries of Europe are within the Arctic circle ?

7th.—What countries and islands of Asia are in the torrid zone ?

8th.—Which has the greatest latitude—Boston or Paris ? Rome or Philadelphia ?

9th.—Where does the Wolga rise, and into what does it empty ?

10th.—Through what seas, bays, gulfs, straits and oceans must a vessel pass in sailing from St. Petersburg to Canton ?

11th.—What is the diameter and what the circumference of the earth ?

12th.—When it is noon at New Bedford, will it be morning or afternoon at Lisbon ?

Sixty-two scholars answered. The whole number of answers was 744. Of these, 597 were considered as substantially correct, being more than 4-5ths of the whole ; while 147 were pronounced incorrect.

As soon as these classes were fairly engaged at their work, the *Fourth* class was furnished with twelve questions in Natural Philosophy. They were as follows :

1st.—What is meant by the malleability, and what by the ductility of metals ?

2d.—If the height through which a body falls in one second be 16 feet, through what space will it fall in 20 seconds ?

3d.—What is the momentum of a body, and how is it ascertained ?

4th.—In rowing a boat which kind of lever is applied ? Where is fulcrum, where the weight and where the power ?

5th.—In a screw, the length of the lever is three feet, and the threads are one inch apart. If a power of 100 pounds be applied at the end of the lever, what weight will be raised ?

6th.—Explain the phenomenon of an intermittent spring ?

7th.—What is the pressure of the atmosphere on a surface of 12 square feet ?

8th.—Can you entirely exhaust the receiver of an air-pump ? if not, why ?

9th.—By what method do you ascertain the specific gravity of bodies ?

10.—What is the velocity of sound ?

11th.—How high can you raise quicksilver with a common pump ? and why ?

12th.—What is the velocity of light ?

Twenty-one members of the class gave to these questions 252 answers. Fifty-four were decided to be wrong ; leaving 198 correct answers, not quite four-fifths of the whole number. The greatest number of erroneous answers from any one individual was five.—Three of them answered every question correctly.

Twelve questions in Astronomy were given to the third class, twenty-one of this class also being present. They are as follows :

1st.—What is meant by the transit of a planet ? How many of the planets can make such transits ?

2d.—What are the two great laws which regulate the attraction of gravitation ?

3d.—What do you understand by the parallax of a heavenly body ? and where is it the greatest ?

4th.—What is the difference between the sidereal and the solar day ? Explain the cause of this difference.

5th.—What is the cause of an eclipse of the sun ? Why is not the sun eclipsed every month ?

6th.—Why are the days longer in summer than in winter in our latitude, and what is the length of the longest day at the poles ?

7th.—Explain the difference between the old and new styles.

8th.—What is the cause of the tides ? when are they the greatest ?

9th.—What is Kepler's rule for finding the distances of the planets from the sun ?

10th.—What do you understand by the Harvest Moon ? Explain the cause of it.

11th.—What is the circumference of the earth's orbit?

12th.—In what season of the year does the earth move most slowly in its orbit? and why?

Of the 252 answers, 177 were regarded as correct and 75 as incorrect. The individual errors varied from two to five. There were more errors in spelling and in grammatical construction in the performances of this class than in those of the fourth. Of these we did not take a particular account, but the work has been preserved, and may be open to inspection. It will be perceived that several of the questions proposed to this and to the preceding classes required two distinct and independent answers. When in such case one of the answers was given correctly and the other incorrectly, we did not condemn the whole answer, but gave credit for the portion which was right, and averaged the estimate accordingly.

The same number of questions in Geometry was given to the first class. They were the following:

1st.—Into how many triangles may every polygon be divided?

2d.—What is the value of an angle of a regular octagon?

3d.—How many figures are there which will exactly fill the angular space about a point?

4th.—How are angles measured?

5th.—How is an angle at the circumference of a circle measured?

6th.—If from a point without a circle you draw a tangent, and also a secant, what will the square of the tangent be equal to?

7th.—What is a Polyedron?

8th.—If the radius of a circle be applied as a chord, how many radii will go round the circumference?

9th.—How many kinds of quantity are there in Geometry?

10th.—Required the area of a trapezoid whose parallel sides are 20.5 and 12.25 and the perpendicular distance between them 10.75 yards.

11th.—Required the area of a quadrilateral whose diameter is 42 feet, and the two perpendiculars 18 and 16 feet.

12th.—What is the convex surface of a regular octagonal prism, the side of whose base is 15, and altitude 12 feet.

There were ten members of this class present, giving 120 answers, 110 of these were regarded as essentially correct, leaving ten erroneous ones. The errors were nearly all in the answers to the third question.

Four questions in Arithmetic were subsequently given to the 5th and 6th classes—viz:

1st.—How many square yards of paper will be required to cover a room 14 feet 6 inches long, 12 feet 6 inches wide, and 8 feet 9 inches high ?

2d.—A man purchased three loads of hay; the first contained 2 3-8 tons, second 3 7-8 tons, and the third 1 1-16 tons : what was the value of the whole at \$17,625 per ton ?

3d.—Sound, uninterrupted, moves 1142 feet per second; how long after a cannon is discharged in Boston before it will be heard at a place distant 25 21-22 miles ?

4th.—Bought 7-11 of a ton of potash and sold 11-14 of the purchase for \$46.70. What was the value of a ton ?

Sixty-two scholars of these classes again answered, giving 243 answers. Of these 145 were correct and 103 were incorrect. Here was much the greatest proportion of errors that we were called upon to record.

Questions in Algebra were severally given to the 1st, 2d, 3d and 4th classes. To the 1st class were given eight—to the 2d, six—to the 3d, five, and to the 4th, five questions. The 80 answers from the first class were all correct. The second class—nine in number, gave 54 answers. The boys all failed on the sixth question. The girls, to whom another question was substituted for the sixth given to the boys, performed that, but failed on the third. The other 45 answers from this class, with slight exceptions, were correct.—Twenty-two of the third class gave 110 answers. Eleven of these solved all the questions correctly. The other eleven committed errors; some in one and some in two of the answers, and one had mistakes in more than two. Twenty-two members of the fourth class also gave 110 answers. Twelve of these gave correct solutions to all the questions. The remaining ten committed errors in from one to three of their answers.—The whole amount of errors by the two latter classes would not quite equal an average of one for each individual. To contract in some measure the dimensions of this report, which we find is becoming too voluminous, we shall omit some of these questions, proposing, however, to retain all those in answering which any of the errors occurred. Among those given to the first class, were the following :

1st.—The hypotenuse of a right triangle is 13 feet, the differ-

ence between the sides is 7 feet. What is the length of each side?

6th.—A man bought five bushels of wheat and six bushels of corn for 27 shillings. He afterwards bought four bushels of wheat and three bushels of corn for 18 shillings. What was the price of each?

7th.—Three boys were playing at marbles. The first game, A loses to B and C as many as they each had. The next game B loses to A and C as many as they each had at the end of the first game. The next game C loses to A and B as many as they each had, at the end of the second game. How many had each at first?

8th.—The united ages of a man and his wife were 42 years. The product of their ages was 432. What were their ages?

From those given to the second class, we select the

3d.—A gentleman bought two pieces of silk which measured together 36 yards; each piece cost as many shillings per yard as there were yards in the piece, and their whole prices were as 4 to 1. What were the lengths of the pieces?

5th.—A says to B, the product of our years is 120, and if I were three years younger and you were two years older, the product of our years would still be 120. How old was each?

6th.—A square court yard has a rectangular gravel walk around it. The side of the court wants two yards of being six times the breadth of the gravel walk, and the number of square yards in the walk exceeds the number of yards in the periphery of the court by 92. What is the area of the court?

Substitute for the sixth question, given to the girls.

6th.—If the square of a certain number be taken from 40, and the square root of this difference be increased by 10, and the sum be multiplied by 2, and the product divided by the number itself, the quotient will be 4. What is the number?

From those given to the third class, we select the

1st.—A merchant bought two pieces of cloth of equal length. The one cost 5 shillings a yard more, and the other 5 shillings a yard less than the number of yards in each piece. The price of the whole being £136, 18s. How many yards were there in each piece, and what was the price of each per yard?

3d.—There is a house whose breadth is to its length as 5 to 6, and the height, exclusive of the roof, is to the breadth as 4 to 5. Required the dimensions of the house, supposing that it takes 2200 square feet of boards to cover the four sides?

5th.—A farmer bought at one dollar per square rod a rectangular field, the length of which was to its breadth as 5 to 3. After building a wall around it which costs two dollars a rod, he finds that the purchase money, together with the expense of fencing, amounts to \$6640. Required the dimensions of the field.

From those given to the fourth class, we take the

3d.—A and B set out from two towns which are 247 miles apart and travelled the direct road till they met. A went 9 miles per day, and the number of days which they travelled before meeting was greater by three than the number of miles which B went in one day. How many miles did each travel?

4th.—A gentleman bought two pieces of cloth, the finer of which cost two shillings per yard more than the other. The finer cost £18; but the coarser, which was two yards longer than the finer, cost only £16. How many yards were there in each piece, and what was the price of each per yard?

5th.—The length of a gentleman's garden exceeds its breadth by five rods. It costs him \$3 per rod to fence it. The whole number of dollars is equal to the number of square rods in the garden. What were the dimensions?

All these performances, excepting those of the two younger classes, were transferred from slate to paper, by direction of the Committee, and are retained in our possession. They are subject to the inspection of any one who may desire to examine them and to form his own conclusions of the merits or demerits of the work performed. We submit this statement without further comment, leaving it to speak for itself of the character of the school, and of the skill and fidelity of the teachers, as exhibited in the attainments of the pupils entrusted to their charge.

Besides the exercises already enumerated, there was an oral examination of the 1st and 2d classes in English Grammar, and of four of the six classes in Reading.—The last half day was, as usual, appropriated to the exercises in composition and in declamation. Nine of the thirteen members of the Committee were present during some part of this examination, and some of them attended the whole or nearly the whole of it. During the last afternoon we were favored with the presence of many citizens not of the Committee, and the company of more of these would have been acceptable at the other stages of the examination.

The examinations in Geography, Arithmetic and English Grammar of the candidates for admission to this school were also conducted by written questions, both in June and December, and with the same satisfactory result as reported last year. At the term commencing

in June last, *thirty-eight* successful applicants were admitted, and *fifty* in December.

SUPERVISION OF THE SCHOOLS.

It is now proposed to explain briefly, but somewhat more in detail than has heretofore been done, the system of supervision which has been pursued by the Committee for many years past. For several years prior to the Spring of 1844, it was made the duty of the Secretary of the Board to visit all the schools in the central part of the town once a month, and those more remotely situated, once in every quarter, to supply their wants and inspect their condition, and for this service a stipulated compensation was allowed him. In the spring of 1844, when the regulations were revised, this duty was transferred from the Secretary to the Chairman; it being provided that he should visit all the schools belonging to the town at least once a month, and oftener, whenever the interest of any school should appear to require it. This last arrangement has now been in operation for three years, and these visits have continued to increase in frequency and in length, until, for the past year, it is believed that the Chairman has given as much time to this personal inspection of the schools and other engagements not less intimately connected with their prosperity, as has been devoted to the discharge of his official duties by any one of the teachers in the employment of the town. In this way have some of the most important services, which devolve upon a Superintendant of public schools where such an officer is recognized, been performed by the Chairman of this Committee for the last three years. We think the system has been productive of much benefit to the schools, and that it has proved a useful and economical arrangement in every respect. With the approaching change in our municipal government some change must necessarily take place in the organization of this department; but we are desirous that this feature of our present school system should be substantially pre-

served. Doubtless it can be improved, and the more improvement we may make on it the better for the welfare of our children and through them of the whole community; but, in some form or other, let a careful supervision of the schools be cherished and sustained.

THE SCHOOL LIBRARIES.

By the report of our Library Committee, it appears that there are in our several School Libraries at the present time about *twenty-five hundred* Volumes of books, viz:—In the central Library about *two thousand* volumes. In that at Acushnet school, about *two hundred and sixty*. At the North school there are *ninety four* volumes. At Haskins corner, *one hundred and eleven* volumes: and at Clark's Point school, there are *forty three* volumes. There has been expended of the Library fund during the year, the sum of \$50 53-100, leaving \$424 73-100 of that fund yet to be applied for the purchase of books, or other improvements to the Library.

The Central Library has been regularly opened every week, under the care of Cyrus Bartlett as Librarian, and about *nine hundred* of the scholars over ten years of age attending the public schools, have, during the year, taken books therefrom. Some of these have exchanged their books nearly every week, while others have used the privilege much more sparingly. The average number of exchanges per week has been about *two hundred*. The present arrangement of this Library is working conveniently and beneficially, and we think it should be continued.

SCHOOL APPARATUS.

There have been procured since our last report, and in compliance with its recommendations, three sets of Pelton's outline maps and the same number of Mitchell's, which, with one of the latter previously in the Bush Street Schools, have enabled us to supply the High School and each of the Grammar Schools with a series of outline Maps. We have also procured two dozen of

Silas Cornell's improved Terrestrial Globes, which has enabled us to place them in all except the Primary Schools. Numeral Frames have been supplied to such of the Primary Schools as were destitute of them. A valuable Air-Pump has been provided, with appropriate pneumatic apparatus—A Spring-Orrery—A set of the Mechanical powers—of illustrations for the centre of gravity, and a few other articles of smaller value, which are deposited at the High School. The whole amount of expenditure for the year on these various articles has been \$402 20 100. Should the plan thus commenced be continued by a moderate annual expenditure for these purposes, we may in a few years have a valuable and very useful apparatus connected with our public school department.

FUNDS.

It remains, in closing this report, to exhibit the state of our finances, which will appear by the following abstract of the receipts and expenditures of this department during the year.

RECEIPTS.

Balance on hand last year	-	-	\$2,795 80.
Appropriation for 1846	-	-	21,225 00.
From income of State fund	-	-	536 03.
“ assessments for books	-	-	77 08.—\$24,633 91

EXPENDITURES.

For balance of the High-school house	\$469 42.
“ house and lot at Perry's Neck	- 238 24.
“ lot on Griffin street	- 396 30.
“ salaries of teachers	- 13,891 72.
“ repairs, including the removal of	
Wm. street house	- 2,010 71.
“ fuel	- 663 59.
“ Libaary account	- 50 53.
“ apparatus	- 402 20.
“ Incidental account	- 2,570 82.—\$20,693 53.

Balance in the Treasury

\$3,940 38.

Deducting from this balance the unexpended Library fund, \$424 73-100, there will remain \$3,515 45. just about the sum required to pay the Salaries of teachers which will be due at the termination of the present quarter—thus corresponding very nearly with the estimate of our former report.

With these statements, we leave the estimates for the ensuing year to be prepared by our successors and presented to the City Council at the proper season, after remarking, that, for the ordinary expenses of this department, a larger appropriation will not probably be needed than was found sufficient for the last year.

All which is respectfully submitted :

THOMAS A. GREENE, Chairman.

New Bedford, 4 mo., 1847.

CITY DOCUMENT---No. 3.

R E P O R T

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD:

FOR THE YEAR

1847-'48.



NEW BEDFORD:
BENJAMIN LINDSEY, CITY PRINTER.
1848.

R E P O R T .

AT the conclusion of this first Municipal year of the City of New Bedford, the School Committee, on surrendering to their fellow citizens the important trust committed to their charge, would present, as their Annual Report, the following statements, containing a summary of their principal acts and proceedings during the year of their appointment.

In view of the responsibilities of their position, having under their care the training of the ductile minds of some two or three thousand children, who are soon to become the men and women of the succeeding generation, and who, as they shall be rightly or wrongly directed, are preparing on the one side for a life of usefulness, of virtue and of happiness, or of idleness, vice and misery on the other ; well may they be induced frequently to pause, and, in the consciousness of their own frailty, to enquire, “ who is sufficient for these things ?” It is a high and solemn duty which is here to be performed. But we are encouraged to enter upon the work by the as-

surance, that He, who has appointed it to be done, will qualify those who shall come into the field and labor with an earnest desire to discharge honestly and faithfully the duties of the post assigned to them, to divide the work aright, and to perform it to His acceptance, having the confirmation of that approving witness in the bosom, whose approbation has ever been found to bring its own exceeding great reward.

OF THE SCHOOL HOUSES.

Pursuing the order of former reports, we will first state the most important changes in the condition of the school property, which have been made during the year. The Hill school-house has been enlarged by the addition of *twenty-five* feet to its length, thus enabling us to accommodate an increased number of scholars in both the schools by which it is occupied. The two school rooms have been furnished with desks and seats of an improved model, and, as a consequence of this enlargement, an assistant teacher has been provided for the Grammar School. The house on the south side of Charles street, hitherto occupied by two primary schools, has been enlarged by raising it another story, and a pleasant and convenient school-room for the accommodation of about eighty scholars has been provided on the second floor. One of the Intermedial schools formerly kept in the house on Market Square has been removed hither, and the room on Market street thus vacated has been occupied by a new primary school. This

has added one to the entire number of public schools in the city, now amounting to *twenty-nine*.

A lot of land has been purchased at Cannonville, and the school-house has been removed from the lot heretofore hired for its accommodation, and placed upon this lot, which is much more centrally and conveniently situated than the former one. The girls' Grammar School room on Bush street has been furnished anew, and its comfort and general appearance greatly improved. A similar change has been made in the High School room, the chairs and desks first provided having been found too small and inconvenient for their purpose. The High School house, the Charles street south house, and the house on Market square, have been painted on the outside since our last report; and the fences about several of the lots have been much improved in their condition and appearance. We are gratified in being able to state, that all these improvements have been made within the means placed at the disposal of this Committee by the city government, though some of them were not contemplated in the estimates of last spring, which were made the basis of the appropriations for the support of the public schools during the year.

CONDITION OF THE SCHOOLS.

That most important duty of the committee—the supervision of the schools—has not been neglected. The addition made to our number by the city charter, increasing it from *thirteen* to *eighteen*, has given us five more coadjutors in the work than was permit-

ted under the town form of government. To insure a more faithful discharge of this duty, the general committee was divided into sub-committees immediately after its organization. A committee of six was assigned to the High School. The grammar schools were separated into two divisions, and a committee of four assigned to each division. The intermedial schools were separated in like manner with a committee of four to each section. Another sub-committee was appointed to the Primary Schools; and a seventh was charged with the care of the country schools. These committees, beside other visits, have, by some of their number, examined their respective schools, with few exceptions, at the close of every term. At the close of the last term in February, when some of these committees were joined together for that purpose, a full and thorough examination of the schools was made. The result of this examination, or at least the general impression which it left on the minds of the committee, we shall endeavor now to state. It should, however, first be added, that, beside the care and attention which has already been mentioned, the chairman has continued his regular monthly visits to all the schools, whilst in some instances these visits have been still more frequent, during the year.

THE PRIMARY SCHOOLS.

The Primary Schools are in quite as favorable a condition as they were at the time of our report last year. While some have made advances, we do not

perceive that any have fallen back from their former standard of attainment. And, though some may go onward with a surer and a steadier step, it is a satisfaction to the committee to be able to say, that all appear to be travelling in the right direction, and that the Teachers of these schools are endeavoring to discharge their duty faithfully towards the young minds committed to their care. The establishment of a new school on Market square, and the appointment of an Assistant Teacher in one of the others, where there had been a large increase in the number of scholars, has made some addition to the effective force in this division of the public schools during the past year.

THE INTERMEDIAL SCHOOLS.

There continues to be a very perceptible difference in the relative rank and standing of the Inter-medial schools. The Bush street school, as heretofore, gave evidence, that it came up the nearest to what the committee would pronounce a model school of its class. That on Sixth street is well conducted, and in quietness and good order falls not at all behind the one first named. The Grove school obtained a favorable report ; and the school on Kempton street, the largest of its class in the city, continues to exhibit manifest marks of improvement. While we would not willingly do injustice to any of our teachers, we have felt that these words of commendation were fairly earned and justly due to those on whose behalf they are here uttered.

THE GRAMMAR SCHOOLS.

The Grammar Schools at the recent examination were mostly found in a satisfactory condition. To the Girls' school on Bush street we must assign the palm among these. It is an excellent school. The exercises were all creditable to teachers and pupils, but those in English Grammar claimed more particular notice, and have not been surpassed, as we believe, in any school of its grade we have ever examined. The Hill, the Grove and the Acushnet Grammar Schools, composed, as these three are, of pupils of both sexes, gave evidences of improvement so equally gratifying, that it would be very difficult, if we desired, to discriminate between them. The boys' school on Middle street, which has been very large this winter, numbering nearly two hundred in daily attendance, has very well sustained itself; and that for girls on Charles street, has exhibited proofs of advancement which augur favorably for its future character. The boys' school on Bush street, in consequence of the recent resignation of its Principal, has been closed for a short time, but will soon be reopened, under auspices favorable, as we hope, for its future success.

THE COUNTRY SCHOOLS.

We think the Country Schools have, for the most part, sustained their former reputation. That at Cannonville has been gradually advancing from its former low estate, and, under the fostering care and attention of its present efficient teacher, promises

soon to take more equal rank among its fellows. The Clark's Point School has been so unfortunate, from sickness and other causes, as to change its teacher four times during the year. It has lost something of its former good reputation amid these frequent changes ; but we hope, ere long, to find it resuming the position which has been conceded to it in some of our former reports.

Satisfied as the Committee have been, that the mode of examination by written questions and answers, recently adopted in several of our cities and larger towns, is on many accounts to be preferred to the oral method heretofore practised, they would gladly have extended it to some of the more advanced classes in the Grammar Schools. But the time required for such a careful scrutiny of the answers as should do complete justice to all, and make these exercises most profitable and instructive to the pupils, has prevented its extension hitherto to these schools. Other and more pressing duties, public as well as private, have occupied the attention of most of the members, and engrossed the time which would be needed for this work, and the attempt was necessarily relinquished. But at the High School we have continued the practice. We have given somewhat in detail the result of these examinations in our reports of the last and the previous year ; and as we have good reason to believe that this has been to many the most interesting and instructive portion of these reports, we propose to pursue a similar course at the present time.

THE HIGH SCHOOL.

Two days were allotted to the summer, and three to the winter examination of this school. At each examination twelve series of written questions were given out and answered, two series by each class. Days and even weeks intervened before a careful and discriminating analysis of the work could be completed. It was accomplished, however, and the result reported to the school collectively, with such further remarks and observations to each member of the school as his performance, separately considered, seemed to require. We shall now report on the summer performances of the higher classes only; while, in regard to the winter and more recent exercises, we shall give a full account of the two series of questions and a summary of the answers received from all the classes.

We omit, therefore, to enumerate the exercises of the fifth and sixth classes in Geography, of the same classes in Arithmetic, of the fourth class in Arithmetic and in Natural Philosophy, and of the third in Astronomy at the June examination, lest our report, spreading over a very unusual number of pages, should thereby deter any from its perusal. The whole of the work, however, has been carefully preserved, with a synopsis of the result as it was examined and ascertained by the Committee, and can be seen at any time by those whose interest or curiosity may lead them to examine it for themselves.

THE SUMMER EXAMINATION.

In Algebra the six following questions were given to the *second* and *third* classes, viz :

1. An individual possesses a capital of \$30,000, for which he receives interest at a certain rate. He however owes \$20,000, for which he pays interest at a certain rate. The interest which he receives exceeds that which he pays by \$800. Another individual has a capital of \$35,000, for which he receives interest at the second of the above rates. He however owes \$24,000 for which he pays interest at the first of the above rates. Required the two rates of interest ?

2. A charitable person divided the sum of \$3,600 among the poor of a small town. But as six of those whom he thought of relieving stood no longer in need of assistance, each of the remaining paupers had for his share 6 pence ($1/2$ of \$1.00) more than he otherwise would have done. How many paupers were there at first ?

3. A countryman brings his eggs to market and first sells four more than half of them. Then he goes farther and sells half of the remainder and two over. Now six eggs more than half of the remainder were stolen from him. Dissatisfied about this he returned home with the two eggs left in his basket. How many eggs had he at first ?

4. Two merchants sold the same kind of stuff. The second sold three yards more than the first, and they both together received 35 crowns. The first said to the other, "I would have received 24 crowns for your stuff." The other replied, "And I would have sold yours for $12\frac{1}{2}$ crowns." How many yards did they each sell ?

5. There is a number consisting of two digits. Their sum is five, and if nine be added to the number, the digits will be inverted. What is the number ?

6. A. and B. set out from two towns 247 miles apart, and travelled the direct road till they met. A. went nine miles a day, and the number of days at the end of which they met was greater by three than the number of miles which B. went per day. How many miles did each go ?

There were *forty-one* pupils who answered them. *Two hundred and forty-six* answers were accordingly required. Of these 213 were correct or very nearly so, having only some slight mistake in the working. *Thirty-three* were wrong, being either not performed,

or, if attempted, materially defective. Twenty-two performed them all correctly. Two others committed a slight mistake in the fifth answer. The rest had, severally, one, two or three wrong, or not performed at all.

In History twelve questions were given to the second class, viz :

1. What was the earliest mode of government ?
2. When were the Pyramids built, and for what purpose ?
3. Who introduced the Alphabet into Greece, and when ?
4. Tell me what you can recollect about Socrates ?
5. Who were the most eminent historians in Greece ?
6. By whom and at what time was Carthage founded ?
7. When and by whom was Carthage destroyed ?
8. Who were the principal Roman poets ?
9. What was the character of the ancient Scythians ?
10. When and where was Mahomet born ?
11. What was the object of the Crusades ?
12. When and by whom was the Cape of Good Hope first doubled ?

Twenty-one members of this class gave *two hundred and fifty-two* answers. The whole of the errors, counting every defective answer as a wrong one, would not amount to one for each individual. Five of the girls gave correct and satisfactory answers to every question. The erroneous or materially defective answers were estimated at *fourteen*, which is but one in eighteen of the whole number.

Six questions in Arithmetic were given to the ten members of the first class, viz :

1. A dog pursues a hare. Before the dog started the hare had made fifty paces. This is the distance between them at first. The hare takes six paces to the dog's five ; and nine of the hare's paces are equal to seven of the dog's. How many paces can the hare take before the dog overtakes him ?

2. A traveller leaves New Haven at 8 o'clock on Monday morning, and walks towards Albany at the rate of three miles an hour; another traveller sets out from Albany at 4 o'clock on the same evening, and walks towards New Haven at the rate of four miles an hour. Now supposing the distance to be 130 miles, where on the road will they meet?

3. Two persons, A. and B. are on opposite sides of a wood which is 536 yards in circumference. They begin to travel in the same direction at the same moment. A. goes at the rate of 11 yards per minute, and B. at the rate of 34 yards in three minutes. How many times must the quicker one go round the wood before he overtakes the slower one?

4. A water-tub holds 147 gallons. The pipe usually brings in 14 gallons in nine minutes; the tap discharges 40 in 31 minutes. Now suppose these to be left open, and the water to be turned on at 2 o'clock in the morning; a servant at 5 o'clock shuts the tap and wishes to know at what time the tub will be filled in case the water continues to flow?

5. A merchant has sold goods to a certain amount on a commission of 4 per cent, and having remitted the nett proceeds to the owner, he received 1-2 per cent for prompt payment, which amounted to \$15.60. What was the amount of the commission?

6. If the ice on a pond a mile square be one foot thick, what would be the size of a cubical icehouse such that 6806 1-4 like it would be capable of containing the ice?

Sixty answers were required. *Forty-four* of these were essentially correct. *Sixteen* were either wrong or were not performed.

Twelve questions in Geometry were likewise given to the same class. They were these:

1. How many dimensions has Extension?
2. What is a Diagonal?
3. What is the sum of two acute angles of a right triangle?
4. How many degrees in each angle of an equilateral triangle?
5. How is an angle measured?
6. An angle inscribed in a circle has what for its measure?
7. How do you obtain the area of a trapezoid?
8. In finding the ratio of the circumference of a circle to its diameter, to what do we suppose the circumference to be equal?
9. What is the unit of solidity?
10. What is a spherical triangle?
11. The height of the zone which forms the base of a spherical sector is two feet; what is the solidity of the sector?

12. How many square yards of paving are there in a trapezium, whose diagonal is 65 feet, and the two perpendiculars let fall on it from its opposite angles are 28 and 33 1-2 feet respectively?

One hundred and twenty answers were received. *Seven* of these were wrong. *One hundred and thirteen* were correct; yet four of the latter were redundant, by the addition of something not required by the question. One of the seven wrong answers was made so, by using the word "sides" for "angles" in answering the 2d question. It was probably a mistake in copying, as the answer was otherwise correct.

Before leaving this part of the report, we ought to say, that the proportion of erroneous answers received from some of the other classes, at this examination, was greater than any we have here given; and, in one or two instances, exceeded, with perhaps a single exception, any stated in our former reports.

WINTER EXAMINATION.

To the sixth class the following twelve questions in Geography were given, viz:

1. What is the capital of Belgium and where situated?
2. What mountain in Iceland and for what is it noted?
3. Where is the island of Chiloe?
4. Is Harrisburg in east or west longitude from Washington?
5. Which has the greatest latitude—Rome or Constantinople?
6. Where is the Elbe, and into what does it flow?
7. Where is Switzerland, and for what is it remarkable?
8. What waters must you pass through in sailing from Venice to Vienna?
9. What is Madras, and where is it?
10. When it is 12 o'clock at Washington, what is the time at New Bedford?
11. Where is the island of Ascension, and to whom does it belong?

12. Is Norway a level or a mountainous region? What, if any, are its mountains?

There are *forty* of the class, and therefore 480 answers were required. Of these 97 were either wrong or defective in some particular. But, as many of the latter were partly right and partly wrong, the question requiring two distinct answers, or, as in answering the eighth question, were defective in one or two particulars only, while they were correct in all the others, or sometimes were incorrect in a word only, we adopted the rule applied in former cases, giving credit for that part of the answer which was correct and condemning the wrong, and the result may be fairly set down at 64 wrong to 416 right answers. 480—97 leaves 383 answers that were, geographically considered, entirely correct. Errors in orthography, punctuation and the use of capitals, of all which there were some, are not taken into this account. Thus about four-fifths of the answers were entirely correct in their geography—or, taking the other which we consider the fairest estimate, the errors amount to one in $7\frac{1}{2}$ or two-fifths of the whole number.

Of the wrong answers, twenty-three were to the fifth question. As the difference in the latitude of the two cities is less than one degree, we were not surprised at receiving wrong answers to this question. Twenty scholars gave the greatest latitude to Constantinople, and three said they were both in the same latitude. There were eleven wrong answers to the 4th question. Seven answered all the questions correctly.

The number of wrong answers varied from one to six for each scholar. Very few, however, had more than two wrong, and the majority did not exceed one erroneous answer in the twelve.

The same number of questions was given to the fifth class. They were as follows :

1. Where are the Ionian Islands, and under what government?
2. Where and what is Muscat?
3. What parts of North America do you understand to be included in the valley of the Mississippi?
4. What waters do you pass through in sailing from Paris to Vienna?
5. From Richmond in Virginia to Rochester in New York?
6. Where is Nubia and how is it bounded?
7. Where and what is Callao?
8. Which has the greatest latitude, Lisbon or Naples?
9. Is Paris in east or west longitude from Greenwich?
10. Is Switzerland warmer or colder than France in the same latitude, and why?
11. Where are the Caucasian Mountains?
12. When it is three o'clock at London, what time is it at Boston?

Thirty-seven scholars gave 444 answers. The correct answers were equivalent to 356—the erroneous to 88. About four-fifths were therefore correct and one-fifth incorrect. Two answered all the questions correctly. Nine failed on one only. Eight failed on two. Eight failed on three. Two on three and a half, and eight failed on four. The greatest number of failures was on the 12th question. There were two different answers to the 5th question, both of which we admitted to be correct. Those who went up the river St. Lawrence to reach Rochester, took the route we designed. There were only six of

these. The majority who went by way of Hudson River and the Erie Canal were allowed to be right. They who went by any other way were pronounced wrong.

In Arithmetic six questions were given to the sixth class. They follow :

1. How far will a man walk in 17 3-11 hours, provided he go at the rate of 4 7-8 miles per hour ?
2. What is the interest of \$3360 for three years, three months, three days, at 7 per cent. ? What is the amount ?
3. What will be the price of 13 bags of cotton, each weighing 5 cwt. 1 qr. 11 lb., at 11 1-2 cents per lb. ?
4. If a laborer receive \$1.50 for every working day, how much can he spend each year and save \$125 ?
5. How many bushels of grain will a box contain which is 14 7-12 feet long, 5 11-12 feet deep and 4 1-4 feet wide, there being 2150 2-5 cubic inches in a bushel ?
6. Which will contain the most and by how much, a box that is 10 feet long, 8 feet wide, and 6 feet deep ; or a cubical one, whose each side measures 8 feet ?

From the *forty* members of this class, two hundred and forty answers were required. Two hundred and sixteen of these were correct and twenty-four were incorrect. Of the latter about one-half were essentially wrong, and the rest were errors, some of them slight errors, in the working. Thus it will be seen that all the incorrect and defective answers amounted to just one-tenth of the whole number.

Twenty-seven of the class solved every question correctly, and as three or four of the others committed but a slight error, we considered that about three-fourths of them had performed this exercise correctly. Both the exercises of this class were better than the

performances of the sixth class have usually been in former examinations—much better than some of them have been—and reflect credit upon the class.

Six questions in Arithmetic were also given to the fifth class. They were as follows :

1. Bought 15 loads of wood, each containing 11 3-5 feet, cord measure. I divide it equally between nine persons ; what does each receive ?
2. What is the amount of \$730, from December 1st, 1829, to January 31st, 1835, at 7 per cent ?
3. If 53 tons of iron cost £1001. 9s. 7d., what is the value of one ton ?
4. How many times will a wheel that is 12 1-2 feet in circumference revolve in going from Boston to Providence, the distance being 39 1-3 miles ?
5. A silversmith has four tea-pots, each weighing 1lb. 8oz. 12dwt. 6grs. ; 2 1-3 dozen silver spoons, each weighing 2oz. 19dwt. 18grs. ; and 37 tea-spoons, each weighing 16 dwt. 7grs. What is the weight of the whole, and what is their value at \$19 per lb.
6. What is the value of a farm 189.5 rods long, and 150 rods wide, at \$37.50 per acre ?

Thirty-eight scholars gave 228 answers to these. The errors were equivalent to sixty-eight—the correct answers to 160. Nearly all the defective answers were in consequence of mistakes in the working or the pointing. Not more than seven or eight were produced by error in the method of operation. Four of the boys performed them all correctly. Nine others—six boys and three girls, had one defective answer. Most of the others had mistakes in two of their answers. A few had more than two errors. Thus it will be seen, that from one third to one fourth of these answers were defective from errors in the working ; while about one in thirty was condemned for error in the method of operation.

In Natural Philosophy the following twelve questions were given to the fourth class :

1. What do you understand by the specific gravity of a body?
2. What by its momentum ?
3. Which of the mechanical powers is used in rowing a boat ?
4. Where in this operation is the fulcrum, and where the weight to be moved ?
5. What is the greatest height to which water can be raised by the common pump ?
6. What do you understand by transparent, and what by translucent bodies ?
7. What is the pressure of the atmosphere on every square foot of surface ?
8. What is meant by refraction of the rays of light ; and under what circumstances does it take place ?
9. What is the velocity of light ?
10. How does the forcing pump differ from the common pump ?
11. When and for what purpose was the steam engine first used ?
12. What constitutes the distinction between the low and the high pressure engines ?

Twenty-three scholars answered them, giving 276 answers. Of these only twenty-two were positively wrong, or about one twelfth of the whole number. There were, however, many errors in spelling and in the grammatical construction of the sentences, in some of the answers that were otherwise correct. Counting all that were faulty in part or from obscurity of expression, this number of twenty-two might be nearly doubled. But, as in questions requiring two answers one would often be given correctly, we think the number stated includes the full proportion of erroneous answers—viz : 22 wrong and 254 right answers. Perhaps in no instance, certainly in not more than one, did the errors exceed two in the twelve ; while several of the class answered all the

questions correctly. This was much better than the exercise on the same subject at the previous examination.

Twelve questions in Astronomy were given to the third class. They follow :

1. Which of the planets is the largest? How large is it?
2. Why do we never see Venus at midnight?
3. In what position is Mars when he is nearest the earth?
4. When it is 10 ° in the forenoon at New Bedford, what is the time of day in London?
5. What is the difference in length of the sidereal and solar day?
6. What is the cause of this difference?
7. Why is the earth's motion in its orbit variable, and when is it the slowest?
8. What causes an eclipse of the sun, and when does it happen?
9. Why do we not have such an eclipse every month?
10. What is the exact length of the solar year?
11. What was the length of the civil year as established by Julius Caesar?
12. What is the difference between the old and new style?

Twenty-four scholars gave to these 288 answers. The correct answers were equivalent to 216—the incorrect to 72, which is just one fourth the whole number. The number of incorrect answers varied from *one* to *seven* for each individual. There were many defects in spelling, in the grammatical construction of sentences and in the omission of capitals by some of the members of this class.

In Algebra, six questions were given to the fourth class, viz :

1. B. could walk 5 miles more in a day than A.; and 3-5 of what A. could walk in 9 days was 8 miles more than B. could walk in 4 days. How many miles could each walk daily?

2. A grocer had two casks full of wine, one containing twice as much as the other ; from the smaller leaked out 13 gallons, and from the larger 46 gallons ; he then drew from the smaller 3-8 as many gallons as remained in the larger, and from the larger 4-5 as many gallons as remained in the smaller ; after which the larger contained one gallon more than the smaller. How many gallons did each cask hold ?

3. A. wrought six days having his son with him four days, and received for their joint labor \$8 ; he afterwards wrought 8 days, having his son with him six days and received \$11. Required the daily wages of each ?

4. Two drovers, A & B, found, on counting their sheep, that if A. had 10 more and B. 10 less, their flocks would be equal ; but if B. had 10 more and A. 10 less, A. would have only 3-7 as many as B. How many had each ?

5. A farmer bought two equal pieces of land, giving for the whole \$1800 ; for one he gave 10 dollars less, and for the other 10 dollars more per acre than there were acres in each piece. Required the number of acres in each ?

6. A grocer mixes tea at 3 shillings with tea at 5 shillings the lb., and finds the whole mixture worth £3. 11s.; but three times the number of pounds of the first kind is one pound more than twice the number of pounds of the second kind ; how many pounds of each did the mixture contain ?

Twenty-three scholars gave to these 138 answers. Of these 102 were correct, 17 were materially defective, and 19 were defective in minor points, principally by misplacing some of the signs, which occurred most probably in transferring the work from slate to paper. The first three questions were solved correctly by all the class. The boys performed the whole six correctly, with the exception of one or two slight mistakes in the signs of the 4th. The girls all failed on the 6th question, and some of them on the 4th and 5th likewise.

Five questions were given to the twenty-three members of the third class, viz :

1. An individual possesses a capital of \$30,000, for which he receives interest at a certain rate ; he owes, however, \$20,000,

for which he pays interest at a certain rate. The interest he receives exceeds that which he pays by \$800. Another individual possesses a capital of \$35,000, for which he receives interest at the second of the above rates; he owes, however, \$24,000, for which he pays interest at the first of the above rates. The interest which he receives exceeds that which he pays by \$310. Required the two rates?

2. A person in play lost $\frac{1}{4}$ of his money, and then won 3 shillings; after which he lost $\frac{1}{3}$ of what he then had, and then won 2 shillings; lastly he lost $\frac{1}{7}$ of what he then had; and, this done, found he had but 12 shillings remaining. What had he at first?

3. The fore wheels of a carriage are 5 $\frac{1}{4}$ feet, and the hind wheels are 7 $\frac{1}{8}$ feet in circumference; the difference of the number of revolutions of the wheels is 2000. What is the length of the journey?

4. A shepherd in time of war was plundered by a party of soldiers, who took $\frac{1}{4}$ of his flock and $\frac{1}{4}$ of a sheep more; another party took from him $\frac{1}{3}$ of what he had left and $\frac{1}{3}$ of a sheep more; then a third party took $\frac{1}{2}$ of what now remained and $\frac{1}{2}$ of a sheep more. After which he had but 25 sheep left. How many had he at first?

5. There is a certain number consisting of two digits; the sum of these digits is five, and if nine be added to the number, the digits are transposed. What is the number?

One hundred and fifteen answers were required. *Eleven* were either wrong or not performed at all. *Sixteen* had errors, some slight and some more important, in the working; leaving eighty-eight correct answers, or a little more than three-fourths of the whole. Five of the girls solved them all correctly. One other, and two of the boys made a slight mistake in one solution only.

Six questions were given to the second class, as follows:

1. An artisan has three ingots composed of different metals melted together. A pound of the first contains 7 oz. of silver, 3 oz. of copper, and 6 oz. of tin. A pound of the second contains 12 oz. of silver, 3 oz. of copper, and 1 oz. of tin. A pound of the third contains 4 oz. of silver, 7 oz. of copper, and 5 oz. of

tin. How much of each of these three ingots must he take in order to form a fourth, each pound of which shall contain 8 oz. of silver, 3 3-4 oz. of copper, and 4 1-4 oz. of tin ?

2. From the first of two mortars in a battery 36 shells are thrown before the second is ready for firing. Shells are thrown from both in the proportion of 8 from the first to 7 from the second, the second mortar requiring as much powder for three charges as the first does for four. It is required to determine after how many discharges of the second mortar the quantity of powder consumed by it is equal to the quantity consumed by the first ?

3. A trader maintained himself for three years at the expense of £50 a year, and in each of those years augmented his stock by 1-3 of what remained unexpended. At the end of three years his original stock was doubled. What was that stock ?

4. A fox pursued by a greyhound has a start of 60 leaps. He makes 9 leaps while the greyhound makes but 6 ; but 3 of the greyhound's leaps are equivalent to 7 of the fox. How many leaps must the greyhound make to overtake the fox ?

6. Three brothers, A., B. and C., buy a house for £9000 ; C. can pay the whole price if B. give him 1-2 of his money ; B. can pay the whole price if A. give him 1-3 of his money ; A. can pay the whole price if C. give him 1-4 of his money. How much has each ?

The fifth question, a very long one, having been performed correctly by all the class, is here omitted. There were *sixteen* of the class, so that ninety-six answers were required. Nine failed to perform the first. Two of them also failed on the second. There were nine other defective answers, leaving seventy-six correct, which is nearly four-fifths of the whole number. Five answered them all correctly. Three others answered all but the first correctly, while others failed also on the fourth.

To the first class the six following questions were given :

1. A coach has four more outside than inside passengers. Seven outside could travel at 2s. less than four inside. The

fare of the whole amounted to £9.; but at the end of half the journey the coach took up three more outside and one more inside passenger, in consequence of which the fare of the whole became increased in the proportion of 19 to 15. Required the number of passengers and the fare of each kind.

2. A father who has three children bequeaths his property by will in the following manner: To the oldest son he leaves a sum, a , together with the n th part of what remains; to the second he leaves a sum $2a$, together with the n th part of what remains after the portion of the eldest and $2a$ have been subtracted; to the third he leaves a sum, $3a$, together with the n th part of what remains after the portions of the two other sons and $3a$ have been subtracted. The property is found to be entirely disposed of by this arrangement. Required the amount of the property?

3. A book is printed in such a manner that each page contains a certain number of lines, and each line a certain number of letters. If each page were required to contain 3 lines more, and each line 4 letters more, the number of letters in a page would be greater by 224 than before; but if each page were required to contain 2 lines less, and each line 3 letters less, the number of letters in a page would be less by 145 than before. Required the number of lines in each page, and the number of letters in each line.

4. A person sets out from a certain place and goes at the rate of 11 miles in 5 hours; and 8 hours after another person sets out from the same place and goes after him at the rate of 13 miles in three hours. How far must the latter travel to overtake the former?

5. Find the value of x and y in the following equations?

$$x^3 - y^3 = 117$$

$$x - y = 3$$

6. Find the value of x in the following equation?

$$\sqrt[m]{a+x} = \sqrt[2m]{x^2 + 5ax + b^2}$$

There were eighteen of this class, fourteen girls and four boys. Fourteen solved the first question correctly. Twelve performed the second also. The third, fourth and fifth were answered correctly by all. Fourteen answered the sixth correctly. There were therefore ninety-four correct answers in one hundred and eight. The first question was solved by three different processes, but correctly by them all.

Eleven of the girls performed the whole work correctly. It can hardly be necessary to say that all these questions in Algebra were selected from books to which the scholars had not access, and were entirely new when presented to them. And we think the successful performance of the series given to this class furnishes evidence that cannot be mistaken that they have learned something of the practical application of the principles of the science. Perhaps we ought to say, that, in performing this work, they were not restricted to one or even two hours, but were allowed to occupy as much time as they required.

In Geometry eleven questions were given to the second class, viz :

1. What is a plane ?
2. What is an angle ?
3. To what is the area of a trapezoid equal ?
4. If a triangle and parallelogram have the same base and altitude, how do they compare with each other ?
5. If 3 and 4 represent the homologous sides of two similar polygons, what proportion will these polygons bear to each other ?
6. What is the surface of a sphere equal to ?
7. One end of a certain pile of wood is perpendicular to the horizon ; the other is in the form of an inclined plane : the length of the pile at the bottom is 64 feet, the length at the top 50 feet, the height 12 feet, length of the wood 5 feet. Required the number of cords it contains ?
8. The base of a triangle is 48 feet, its height 24 feet ; required the side of a square to contain four times the surface ?
9. The height of a zone which forms the base of a spherical sector is 2 feet, the diameter of the sphere is 12 feet ; what is the solidity of the sector ?
10. Required the entire surface of the frustrum of a cone, whose slant height is 20 feet and the diameters of the bases 8 and 4 feet ?
11. There was a cone 20 feet high ; but the upper part being defective, 11 feet in height of the top was taken down ; how much of the cone has been removed ?

Sixteen scholars gave 176 answers. Sixteen of these were erroneous and two others not satisfactory, leaving 158 correct answers. Four of the boys answered every question correctly. The girls all failed on the 11th. Two boys and five girls failed in one answer only. The errors amounting to about one-tenth of the whole number.

Ten questions were also given to the first class, viz :

1. How is the position of a straight line determined ?
2. How many degrees in each angle of an equiangular octagon ?
3. Into how many degrees do the French geometers divide the circumference of a circle ?
4. How is an angle measured the vertex of which is in the circumference of a circle ?
5. What sort of a polyedron is a dodecaedron ?
6. What is a spherical wedge ?
7. How many regular polyedrons can be formed having equilateral triangles for their faces ?
8. Given the area of a triangle A B C, 5 acres, and the base A B, 12 1-2 rods, to find A D, a part of the base, so that a line D E, running from the point D, parallel to the side B C, may cut off a triangle A D E, containing 2 1-4 acres.
9. What is the solidity of a truncated triangular prism, whose base contains 12 square feet, and the distances of the vertices of the section from the base are 6, 7 and 8 feet ?
10. A surveyor in laying out a lot of land first runs a line due north to a certain tree ; from the tree he runs between south and west, till he comes to a point due west from the place he started from. The whole of these two lines is 212 rods. But those who measured it neglected to note how far the tree was from the starting point. On measuring a third line connecting the extremities of the first two lines, they find it 98 rods. How many acres does the triangle contain ?

From eighteen scholars 180 answers were received. Of these, six were wrong and two others slightly defective, making eight erroneous or defective answers in 180, which is 2-45 of the whole number. More

than three fourths of the class answered every question correctly.

Beside these, there were oral exercises in English Grammar from the 1st and 2d classes, and in Reading from all the classes. The last half-day was devoted to exercises in composition and declamation, which would compare favorably, especially the former, with similar exercises at previous examinations.

Until the last half day the exercises were attended by scarcely any except those members of the standing Committee on this school, who took an active part in their direction. Then the room was crowded with auditors beyond its capacity to accommodate. We were glad to see them at the eleventh hour, and trust they were compensated for their coming. But to some of these, we think, the earlier exercises, could they have given to them their attention, would have been found even more interesting than those which they witnessed.

Fifty-nine candidates for admission to this school were examined during the June vacation. From these a class of forty-seven was admitted. In December, thirty-seven were admitted to constitute the present 6th class, the smallest, except one which commenced with the same number, that has been admitted for three years past.

The minds of several of the committee have been turned, for some months past, to consider the expediency of providing another male teacher as principal assistant in the management of this school. The increasing number of pupils, and the importance and

variety of the studies pursued, seem to require that such an arrangement should ere long be made. The valuable apparatus, which has been recently attached to the school, cannot be made so serviceable to the pupils for whose benefit it was procured as it ought to be made, unless time can be afforded to the Principal or a skilful Assistant to apply it freely in his illustrations. Nearly two hundred pupils are now in constant attendance at this school, and, unless the qualifications for admission should be materially raised, the number will be likely to continue to increase. In either event, the committee believe the time to be near at hand, when we shall owe it to our children to make more ample provision, for their instruction in the fundamental principles of science and virtue and for their preparation for a life of usefulness, in this institution, to which so many of them are to be indebted for the highest school education which it will be their privilege to enjoy.

The number of children belonging to the city between the ages of 4 and 16 was ascertained by the census taken last spring to be 3886. The Chairman has for the last year, during the middle month of each school term, taken an exact account of the number of members belonging to each school at the time of his visit. In the spring term, the number in all the schools was found to be 2396. In the summer term it was 2375. In the autumn it was 2473, and in the winter term it amounted to 2556. The whole number that has attended during any portion of the term would be considerably more than this, but this may

be regarded as nearly the mean number for each term. The enquiries of our Secretary, to enable him to make out the annual returns to the Secretary of the Commonwealth, have ascertained that there are also twenty-one private schools in the city, with an average number of 558 scholars. This is not, probably, the whole number, but an approximation to it, showing pretty nearly the proportion of those who are of an age to attend the schools that do attend them. Of those at the public schools, three are reported as being under four, and 68 as being over sixteen years of age.

The following table shows at one view all the public schools in the city, the number and names of the present teachers, their compensation, the average number of scholars belonging to each school for the winter term, the average attendance, and the percentage of attendance, calculated from the two last-mentioned columns. The number belonging to each school was taken from the census of the middle of the term above referred to, and is believed to be the most reliable basis we can conveniently obtain. It probably a little exceeds the average for the whole term; and therefore will bring the percentage of attendance a little lower than it really is. But it cannot be far from the truth.

NOTE—There is an error, by *omission*, in the first question on the 11th page. The same question is repeated and given correctly, commencing at the bottom of the 21st page.

NAME OF SCHOOL.	NAMES OF TEACHERS.	Annual Salary.	No. of Scholars.	Average Attendance.	Pr. cent of Attendance.
North School,.....	Elizabeth P. King,.....	\$212½	35	23 7-10	.68
Acushnet Intermedial,...	Deborah F. Potter,.....	200	41	35	.85
Acushnet Grammar,....	Alonzo H. Harlow,.....	500	57	49 6-10	.87
Perry's Neck,.....	Anna B. Gifford,.....	200	29	17	.59
Haskins' Corner,.....	Jane P. King,.....	212½	48	35	.73
Cannonville,.....	Nancy V. Davis,.....	212½	44	32 3-10	.74
Hill Intermedial and... Primary,.....	Mary D. Watkins, Principal,...	275	87	65 6-10	.75
	Helen M. Gordon, Assistant,...	150			
Hill Grammar,.....	Ebenezer Hervey, Principal,...	700	105	97 1-10	.94
	Deborah H. Wing, Assistant,...	175			
Maxfeld Intermedial,....	Eliza J. D. Shepherd, Principal,...	275	85	71 2-10	.84
	Ann M. Harlow, Assistant,....	150			
Maxfeld Primary,.....	Lydia L. Watkins, Principal,...	225	97	63 7-10	.66
	Mary Ann Taylor, Assistant,...	150			
Kempton st. Intermedial,.	Mary B. Randall, Principal,....	275	130	108 1-10	.83
	Anna B. Shockley, 1st Assistant,...	200			
	Julia A. Hathaway, 2d Assistant,...	150			
	Ann L. Bourne, Principal,.....	300	165	127	.77
Charles st. Grammar,....	Martha E. Keith, 1st Assistant,...	200			
	Jane M. Gould, 2d Assistant,...	150			
Charles st. Intermedial,...	Mary Ann Taylor, Principal,....	275	83	72	.87
	Elizabeth P. Francis, Assistant,...	150			
Charles (East) Primary,...	Clara D. Cory,.....	225	62	45 4-10	.73
Charles (West) Primary,.	Avis Spooner,.....	225	65	43 9-10	.68
	Benj. Evans, Principal,.....	750	206	173 5-10	.84
Middle st. Grammar,....	Lois K. Deane, 1st Assistant,...	200			
	Anna R. Commerford, 2d "	175			
	Elizabeth Covington, 3d "	150			
Market Sqr. Intermedial,.	Elizabeth Y. Allyn, Principal,...	275	65	58	.89
	Maria Russell, Assistant,.....	150			
Market Sqr. Primary,....	Lydia G. Davenport,.....	225	51	39 8-10	.78
	Hiram W. French, Principal,....	700	128	105 2-10	.82
Bush st. Grammar, Boys,.	Mary Ann Crapo, 1st Assistant,...	200			
	Ann M. Bonney, 2d Assistant,...	150			
	Sybil W. Kennison, Principal,...	300	144	123 9-10	.86
Bush st. Grammar, Girls,.	Sarah C. Davenport, 1st Assistant,...	200			
	Mary G. Washburn, 2d Assistant,...	150			
	Mary T. Congdon, Principal,....	275	86	71	.83
Bush st. Intermedial,....	Catharine Bailey, Assistant,....	150			
Bush st. Primary,.....	Anna Maria Bailey, Principal,...	225	107	79 3-10	.74
	E. H. Manchester, Assistant,...	150			
Griffin st. Primary,.....	Emily Ann Wood,.....	225	49	39 1-10	.80
Sixth st. Intermedial,....	Rebecca G. Nye, Principal,....	275	87	76 7-10	.88
	Sarah Jane Babcock, Assistant,...	150			
Sixth st. Primary,.....	Harriet M. Covell, Principal,....	225	81	58 5-10	.72
	Martha A. Shepherd, Assistant,...	150			
Grove Grammar,.....	Cyrus Bartlett, Principal,.....	700	95	79 6-10	.84
Grove Intermedial and.. Primary,.....	Rebecca H. Thompson, Assistant,...	175			
	Susan T. Congdon, Principal,....	275	93	73 1-10	.79
	Cornelia G. Baker, Assistant,...	150			
Clark's Point,.....	Jane G. Allen,.....	212½	42	35 6-10	.85
	John F. Emerson, Principal,....	1200			
High School,.....	Eliza H. Tobey, 1st Assistant,...	400	*90	80 6-10	.90
	Anna Webb, 2d Assistant,.....	300	†99	83 1-10	.84
	Martha Russell, 3d Assistant,....	200			

*Boys. †Girls.

It will be seen that the present number of schools is *twenty-nine*. The number of teachers is *fifty-five*, six males and forty-nine females. The lowest per centage of attendance is in the Primary Schools, as

might be expected in the winter season—and in the Country Schools. These two classes of schools do not stand, in this particular, in quite so favorable a position as they did in a corresponding table published two years ago ; while the Intermedial and some of the Grammar Schools have made some improvement in this respect. The average attendance of all the schools for this term is 80 3-4 per cent, which is just about one half of one per cent higher than it was in the former report. We wish it were in our power to announce a greater improvement in this matter of punctuality of attendance, for it is the very first step to be taken, the indispensable condition without which we can never expect to witness any great reformation in the conducting of our public schools.

LIBRARY AND APPARATUS.

The School Library continues to be opened on the last day of every week for the exchange and delivery of books, and a large number of the children attending the public schools have frequent recourse to it. The time of opening has been changed from morning to afternoon between the hours of 2 o'clock and 5 o'clock. Few books have been added to the Library during the year, so that only \$42 53-100 from this fund have been expended, leaving a balance of \$382 20-100 still in the credit of this account.

The Philosophical Apparatus has been considerably enlarged by the addition of a valuable suite of electrical, galvanic and magnetical apparatus : also, of a magic lantern, lenses, models of the eye and other optical instruments. Some valuable additions have also been made to the pneumatic apparatus, and a few articles in other departments. Sets of Bliss's

outline Maps have also been furnished to four of the country schools, including the Acushnet Grammar School. The amount of expenditure on all these articles has been \$453 41-100.

The value of the school houses and lots belonging to the city has been appraised by the finance committee of the city government, at \$46,749 86-100; of the school libraries at \$850, and of the school apparatus at \$800; thus making the whole value of the property permanently connected with the school department to be \$48,399 86-100.

By the accounts of the City Treasurer it appears that there have been placed to the credit of the school department during the year the following items, viz :

Balance of last year's account.	3,940 06	
Appropriation of 1847,	21,500 00	
Collector of Taxes, for Books,	94 24	
Income of State School Fund,	580 54	
		26,114 84

And that there had been expended up to the first of March, when the accounts for the year were closed, for salaries of teachers, for repairs and alterations of school houses, for fuel and all other expenditures on account of this department, \$20,571 17

There has been expended since that time for salaries, apparatus, lot at Cannonville and all other bills allowed,	\$1,508 56
	22,079 73

Leaving a balance unexpended of	\$4,035 11
Deducting from this the Library fund, which is	382 20

and there will remain \$3,652 91, just about the sum that will be required to pay the salaries of the teachers which will be due in May next, and therefore just in accordance with the estimates on which the appropriation was made.

Respectfully submitted

For the Committee,

THOS. A. GREENE, Chairman.

NEW BEDFORD, 3d mo. 28th, 1848

1849—CITY DOCUMENT—No. 2.

R E P O R T
OF THE
SCHOOL COMMITTEE,
OF THE
CITY OF NEW BEDFORD:
FOR THE YEAR
1848-'49.

NEW BEDFORD:
BENJAMIN LINDSEY, CITY PRINTER.

1849.

MEMBERS OF THE COMMITTEE.

FROM WARD No. 1.—DANIEL C. BURT,
“ “ “ WILLIAM T. COOK,
“ “ “ LINNEUS WOOD.

“ “ No. 2.—HORATIO A. KEMPTON,
“ “ “ THOMAS B. WHITE,
“ “ “ WILLIAM F. DOW.

“ “ No. 3.—WILLIAM H. STOWELL,
“ “ “ LUTHER G. HEWINS,
“ “ “ JONAS R. PERKINS.

“ “ No. 4.—RUFUS BABCOCK,
“ “ “ THOMAS D. ELIOT,
“ “ “ CHAS. W. MORGAN.

“ “ No. 5.—THOMAS A. GREENE,
“ “ “ GEORGE HOWLAND, Jr.
“ “ “ WILLIAM HOWE.

“ “ No. 6.—CHARLES HAFFARDS,
“ “ “ WILLIAM P. HOWLAND,
“ “ “ JOHN H. CURRIER.

R E P O R T .

THE School Committee of the City of New Bedford, in compliance alike with the requisition of the laws of the Commonwealth and with the just expectation of their fellow-citizens, whose delegated authority they have received, and in whose behalf they have acted, now present their ANNUAL REPORT, for the municipal year ending with March, 1849.

OF THE SCHOOL HOUSES.

In the school property no very great changes have occurred since the Report of last year. No new house has been erected and no old one has been materially enlarged. A room has been constructed in the attic story of the High school house, for the accommodation of the philosophical apparatus belonging to that school, and to serve as a convenient recitation and lecture room to the classes attending to Natural Philosophy and the kindred studies. A room in the basement of the same house has been suitably

furnished for the accommodation of one of the adult schools, of which we shall have more to say ere the close of this Report.

The Grammar School room for girls, on Charles and Kempton streets, and likewise that at Acushnet village, have been remodelled and their appearance and comfort greatly improved. The former having been at the same time somewhat enlarged, and the entrance and passages made much more commodious, by the addition of a few feet to the length and breadth of the tower of the building. The Primary School rooms on Charles street and on Bush street have been altered and rendered much more airy and convenient, and, as a consequence of this new arrangement, the two primary schools formerly kept in the house on Charles street have been united into one.

Ventilators have been introduced into some of the houses in which they were greatly needed, and with such success as to warrant, if not to require an early extension of their use to other houses, inasmuch as the health and comfort of the pupils are intimately connected with advancement in their studies, and are to be regarded as needful objects of our care. After a long night of drowsiness, the civilized world is just beginning to wake up to the importance of this subject—to the magnitude of the evils, physical and mental, which are breathed in to the human system with the tainted and unwholesome air.

The lot of land on William Street, for many years occupied for a school house, was conveyed to the town, in the year 1846, by school district No. 4, to

which it had belonged, together with all the other school property of that district, on condition that the whole property or the proceeds of it, if any part should be sold, should be forever appropriated to educational purposes. The house has since been removed from the lot, for reasons stated in a former Report, and the City Council has decided that the lot, which was no longer required for the use of this department, was needed and should be occupied for a different purpose. To comply with the condition on which it was ceded to the town, and thus secure the title to the City beyond all cavil, a joint committee of the City Council and this Board was directed to appraise the value of this lot, and the amount of this appraisal, \$2,259.75, was transferred on the City Treasurer's books to the credit of the School Department. With a part of this sum, the consent of the City Council having been first asked and obtained, a lot of land containing about thirty-four rods, fronting on Elm and Summer streets, and adjoining the lot on which the High School house now stands, has been purchased for \$1,935.72, and attached to that establishment. A balance of \$324.03, still unexpended, remains to our credit in the Treasurer's account.

SCHOOL EXAMINATIONS.

From the condition of the school property, let us now turn to a subject of far greater moment, the condition of the schools themselves. And although, from

the combination of a variety of causes, they yet come far short of the measure which we hope at some day to see them attain, we do not feel that there have been, in the operations of the last year, many things to discourage, and that there have been some things which should animate us to persevere in our efforts to build them up to a higher elevation. The members of the Committee, as far as leisure and freedom from other engagements would permit, have kept a watchful eye over them, and have visited them for more particular inspection near the close of each quarterly term. During the last two weeks of the winter term which ended in February, every school was visited and examined, partially if not thoroughly, by one or more of the Committee. The number of visitors at the several schools, varying from one to five, and averaging, we believe, nearly three to every examination.

PRIMARY SCHOOLS.

The Primary Schools, though not all in equal rank, do not appear to have fallen off, in any instance, from their condition as reported last year, while in some there has been a manifest improvement. The school on Griffin street, under its present teacher, has again entitled itself to the distinction which it formerly possessed, of being the first of its class under our care. Most of the others were found to be in good condition, and the reports of the examiners were generally satisfactory. There are six schools of this

grade, having eleven teachers, as all of them, except one, are now provided with assistant teachers.

INTERMEDIAL SCHOOLS.

From the Intermedial Schools, a good report has also been made of the result of the late examination. Those which were not commended last year, or, if commended at all, it was with much qualification, have perceptibly improved in their character. And, while none of those which then merited and received our approval have fallen from their good estate, we feel warranted in saying, that at no time since their establishment have the schools of this grade stood higher in our estimation than at the present moment. The Principals of two of these schools have resigned and their places have been supplied by others, these being the only changes which have occurred in the teachers of this department during the year. There are eight schools of this class having seventeen teachers, the school on Kempton street, which is considerably larger than any of the others, being provided with two Assistants.

GRAMMAR SCHOOLS.

The Hill Grammar School has changed both its teachers during the year. We think, nevertheless, it continues to sustain its former good reputation. The number of scholars had so increased, that it was found necessary to appoint a second assistant in December. The Grammar School for girls on Charles street bore

a very satisfactory examination, and takes rank second to none in the estimation of the Committee. There has been no change of teachers in this school since our last report. 'The boys' school on Middle street has been more unfortunate, having changed its Principal three times within the year. There was some falling off in their proficiency, to be attributed, we think, mainly to this account. The order and discipline of the school under the present Principal is satisfactory, and we have confidence to believe, that the future progress of the pupils in their studies will be equally so. 'The boys' school on Bush street was reopened under the care of the present teachers soon after the date of our last report. The good order of the school and the advancement of the pupils in their studies have been alike satisfactory. The girls' school on Bush street and the school at the Grove did not at this examination quite maintain their former high reputation. But while we feel bound in perfect fairness to make this suggestion in respect to their relative standing, we wish it to be understood, that we still consider them, as we have heretofore considered them, to be two very good schools.

COUNTRY SCHOOLS.

The Country Schools have been conducted generally to our satisfaction during the past year. The two schools at Acushnet Village are both in excellent condition. The Grammar school has been so large this winter, that it was found necessary to employ an

assistant teacher. In consequence of their remoteness from the High School, there is here at present an advanced class in Algebra and some other branches not usually attended to in our Grammar schools. The school at Clark's Point has materially improved under its present teacher, and is gradually reassuming its former good character. That at Cannonville also is, gradually, but steadily, coming up to assume a respectable standing beside the other schools of its class. For what has been accomplished here, much credit is due to the teachers upon whom the care of it has devolved. It is sufficient to say of the other country schools, that the character given to them in our former reports has been fully sustained during the past year.

HIGH SCHOOL.

Agreeably to the recommendation in our last report, the High School was provided with another male teacher at the opening of the school year in June last. It has, accordingly, been conducted since that time by the former Principal, with one male and two female Assistants. The semi-annual examinations have been conducted mainly on the plan which has been pursued for two or three years past. Two days were devoted to the examination in June, and three to that in December. In the former, three series of written answers were received from the first or graduating class to questions previously prepared for the purpose, and one series from each of the other classes. In ad-

dition to these, there was as much oral examination of the different classes as the time would allow. In December, three written exercises of a similar character, viz:—one in Arithmetic, one in Geometry and one in Algebra, were received from the first class; two, one in Geometry and one in Algebra, from the second, and one, either in Algebra or Arithmetic, from each of the remaining classes. At this time all the classes were examined orally in Reading and in English Grammar. On both occasions the last half day was devoted, as heretofore, to exercises in composition and declamation. All these written exercises were leisurely and carefully examined, and the result subsequently reported to the school. The attention of every scholar was afterwards called to the merits or defects of his particular performance, accompanied with such suggestions in every instance for their improvement as the case seemed to require. They were then placed on file, and are preserved in possession of the Committee. We shall now give, as specimens of the work performed at these examinations, only the questions in Algebra which were answered by the first class in June, those in Geometry which were answered by the members of the first and second classes jointly in December, and the exercises in Algebra of the third class at the latter examination.

The following are the questions in Algebra, which were given to the first class at the summer examination:

1. A reservoir which is full of water may be emptied at two cocks. One is opened and $\frac{1}{4}$ of the water runs out; another

is opened, and the two running together empty the vessel in 5-4 of an hour more than was required for the first cock alone to empty the 1-4 part. If the two cocks had been opened at the commencement, the reservoir would have been emptied in one-fourth of an hour sooner. How long would it have taken the first cock, running alone, to empty the reservoir?

2. A. and B. travelled on the same road and at the same rate from Huntington to London. At the fiftieth milestone from London, A. overtook a drove of geese, which were proceeding at the rate of three miles in two hours; and two hours afterwards met a stage waggon, which was moving at the rate of nine miles in four hours. B. overtook the same drove of geese at the forty fifth milestone, and met the same stage waggon exactly forty minutes before he came to the thirty-first milestone. Where was B. when A. reached London?

3. $\sqrt{12} + 2\sqrt{27}$ and $3\sqrt{75} - 9\sqrt{48}$ added will produce what sum?

4. A person possessed a certain capital, which he placed out at a certain interest. Another person who possessed 10,000 dollars more than the first, and who put out his capital one per cent more advantageously, had an income greater by 800 dollars. A third person, who possessed 15,000 dollars more than the first, putting out his capital two per cent more advantageously, had an income greater by 1500 dollars. Required the capitals of the three persons, and the rates of interest?

There were fifteen members of the class, and accordingly sixty answers were required. Of these, forty-four were essentially correct. The other sixteen were either not performed, or the answers were incorrect or materially defective. *Eight* of the class performed them all. There were three failures or material defects in answering the first question, seven in answering the second, three in the third and three in the fourth. The second question, the most difficult, probably, in Colburn's Algebra, had been previously given to the class as an exercise. Very few, in any class, have been found who could perform it for the first time without assistance. We were informed that some of the members of this class had

done so. The other three questions were now given to them for the first time. There were some among the exercises of this class, in Arithmetic and Geometry as well as in Algebra, that would do credit to any school or seminary in the Commonwealth.

To the first and second classes—thirty-three in number, the following ten questions in Geometry were given at the winter examination :

1. What is the complement of an angle of 60° ?
2. What is the segment of a circle ?
3. What is the value of an angle inscribed in a semicircle ?
4. What must always be true of the sum of the plane angles which form a solid angle ?
5. What is a spherical pyramid ?
6. Which is greater, the sum of the angles of a plane triangle, or that of a spherical triangle ?
7. How many regular polyedrons are there, and how many of them are formed with pentagons ?
8. What is the area of the trapezium $MNO P$, supposing a diagonal line drawn from M to P to be 40 feet, the altitude of the triangle MNP , 24 feet, and that of the triangle MPO , 30 feet ?
9. How is the surface of a spherical triangle measured ?
10. Suppose a wheel turns twice in tracking 16 1-2 feet, and that it turns just 200 times in going round a circular bowling green ; what is the area in acres, roods and rods ?

Three hundred and thirty answers were to be returned. They were all essentially correct, with five exceptions. One of these occurred in answering the third, and the four others in answering the fifth question. Perhaps in no instance during these examinations have we received a greater proportion of correct answers to the questions in Geometry than in this. But there were more errors in spelling and in punctuation in some of these exercises (not all, for there

were many commendable exceptions,) than we have been accustomed to find in those of the two higher classes of this school. We hope the older and more advanced classes will be especially careful for the future, that the former reputation of the school shall not be tarnished in these respects.

To the third class the following questions in Algebra were given :

1. A. and B. had equal sums of money. A. lent B. \$5, and had left 9-11 as much as B. then had. How much money had each at first ?
2. B. could walk 5 miles more in a day than A. and 3-5 of what A. could walk in 9 days, was 8 miles more than B. could walk in 4 days. How many miles could each walk daily ?
3. If from a certain number I subtract 10, and then subtract 2-5 of this remainder from the original number, the last remainder will exceed 1-2 of the original number by 6. Required the number ?
4. After A. had gained \$100, and B. had lost 50 dollars, they had equal sums of money : but if A. had lost \$50 and B. had gained \$50, B. would have had twice as much money as A. How much had each ?
5. Find three numbers, such that the 1st, with 1-2 the sum of the 2d and 3d shall be 120 : the 2d, with 1-5 the difference of the 3d and 1st shall be 70 : and 1-2 the sum of the three numbers shall be 95.
6. A man bought a square farm, which contained as many acres as there were rails in the fence that enclosed it : the rails were 11 feet long and the fence was 4 rails high. How many acres did the farm contain ?

Six questions were put to twenty-four scholars, so that 144 answers were required. One hundred and fifteen answers, being about four-fifths of the whole number, were substantially correct. The other twenty-nine were more or less defective. Nine of the class performed the whole work correctly. Six of them

had one defective answer. Four had two, and five had three defective answers. Some of these were errors in working only, and some, possibly, were mistakes in transferring the work from slate to paper, after it had been once correctly performed. It was gratifying to perceive, particularly in the exercises of this class, an improvement in the style of execution when compared with some of their previous performances, which was greatly to their credit. These questions were selected from books not used in the schools, and, it is believed, were new to them all.

The examination of candidates for admission to this school, at both the summer and winter terms, was conducted as heretofore by a separate series of questions in Geography, Grammar and Arithmetic, to which written answers from every candidate were required. In June thirty-seven applicants were admitted, and forty-two in December.

ADULT EVENING SCHOOLS.

The subject of establishing schools for Adults in this city, as authorized by the law of March, 1847, having been introduced by the Mayor in his Address to the City Council in April last, a sub-committee was raised by this Board soon after its organization, to consider the proposition and report their opinion thereon. That Committee after corresponding with gentlemen of other cities in which such schools had been established, and after careful and deliberate consideration, made their report, recommending that two

evening schools for adults be established, one for males and one for females, under the care of Committees of this Board ; and that application be made to the city government for an appropriation of six hundred dollars to defray the expense. The report was accepted ; application was accordingly made to the City Council, and early in December the appropriation was made. Two schools were then opened ; one for males in the vestry of the Bethel or Seamen's Chapel, and one for females in the basement of the Middle street school-house, with two teachers, a Principal and Assistant, for each school. These schools have been continued from 7 to 9 o'clock, during four evenings of each week, to the present time.

The teachers appointed for the school for males were H. W. French and Cyrus Bartlett—for that for females, Onslow Hemenway and Mary T. Congdon. By reports received from the Principals, it appears that both these schools were opened on the 22d of December. The school for males commenced with 25 learners and continued to increase till the attendance averaged from 75 to 80. It has since diminished to about 25 again. The whole number of names enrolled is 127. The largest attendance at one time has been 85, the smallest, 17. Those who have been generally constant have learned to read with ease, and to write well. In some few instances the improvement has been very great. Others who scarcely knew the alphabet will now spell and pronounce with much correctness words in two or more syllables. About four-fifths have devoted some por-

tion of the time to arithmetic, and about the same number to writing. Their ages have varied from 12 to 57. At first a loss was sustained from want of sufficient assistance in teaching, but of late it has been better supplied. Some twenty persons have rendered occasional voluntary aid in this department.

The school for females opened with 26 scholars. The number was rapidly increased, till it amounted to 100 on a single evening, though the average attendance has been considerably less than that. For the first ten weeks it was about 75 ; at present it is much smaller. The whole number of names enrolled is 154. The ages vary from 12 to 50. The interest manifested by those who have attended most punctually, continues unabated. A few had never learned the alphabet, and probably more than one-third, at the commencement, were unable to read a sentence containing words of two syllables, without spelling many of them. Nearly all have made very commendable progress, and many now read quite readily. Arithmetic has been taught to all as far as possible ; some have proceeded as far as "Interest." A few have studied Geography, and nearly all have been instructed in writing. Many of them had never before written a word, yet some of these can now write a very intelligible note. There are some copy books that would not suffer by a comparison with those exhibited in our Grammar Schools. Eighteen or twenty different persons have rendered voluntary aid in teaching, averaging five or six for every evening. Some of these have been very constant in their attendance,

and much of the improvement that has been made is to be attributed to their unwearied exertions. They have the thanks of the Teachers and of the Committee, but the consciousness of the good work that has been accomplished through their generous co-operation must be their best reward.

Under the circumstances we think the experiment may be considered a successful one. In our occasional visits to these schools, we have been gratified in witnessing the zeal and earnestness with which some even of the elder members would encounter their evening tasks. And we have in their onward progress the reward of these endeavors. We feel sure that a great good has been done; that upon the paths of some who were groping in obscurity the light of learning has been made to dawn. We know not where else the same amount of expenditure would have accomplished so much; and we are prepared to recommend that these schools be re-opened, commencing at an earlier period, for the ensuing winter.

STATISTICS OF THE SCHOOLS.

The number of public schools at the present time, exclusive of the adult schools, is twenty-eight. This is one less than the number of last year, the two primary schools on Charles street having, as already stated, been united into one. The number of teachers now in the employment of the city is fifty-eight. Of these seven are males and fifty-one are females. It gives us pleasure to state that thirty of them, a ma-

jority of the whole number, have been pupils of our own High School. The number of children between the ages of four and sixteen in May last was ascertained to be *three thousand seven hundred and fifty-five*.

The following are the names of all the teachers now in our employment, with the annual compensation which they respectively receive, together with the location of the school to which they belong.

John F. Emerson,	\$1200 00	High School.
Onslow Hemenway,	600 00	" "
Anna Webb,	300 00	" "
Eliza H. Tobey,	300 00	" "
Elizabeth P. King,	212 50	North School.
Anna B. Gifford,	200 00	Perry's Neck.
Alonzo H. Harlow,	700 00	Acushnet Grammar.
Isabella Howland,		" "
Jane Ann Severance,	200 00	Acushnet Primary.
Jane P. King,	212 50	Haskins' Corner.
Benjamin Evans,	700 00	Hill Grammar School.
Elizabeth Covington,	200 00	" " "
Clara E. Thornton,	150 00	" " "
Deborah H. Wing,	275 00	Hill Intermedial.
Helen M. Gordon,	150 00	" "
Elizabeth Thomas,	212 50	Cannonville.
Eliza J. D. Shepherd,	275 00	Maxfeld st. Intermedial.
Ann H. Harlow,	150 00	" "
Lydia L. Watkins,	225 00	Maxfeld st. Primary.
Mary Ann Taylor,	150 00	" "
Mary B. Randall,	275 00	Kempton st. Intermedial.
Anna B. Shockley,	200 00	" "
Julia A. Hathaway,	150 00	" "
Anna L. Bourne,	300 00	Charles st. Grammar, (girls.)
Martha E. Keith,	200 00	" " "
Jane M. Gould.	150 00	" " "
Clara D. Cory,	275 00	Charles st. Intermedial.
Elizabeth P. Francis,	150 00	" "
Ruth Ann Leach,	225 00	Charles st. Primary.
Harriet N. Butler,	150 00	" "
Woodbridge R. Howes,	700 00	Middle st. Grammar, (boys.)
Lois K. Deane,	200 00	" " "
Anna R. Commerford.	175 00	" " "
Patience Potter,	150 00	" " "

Elizabeth Y. Allyn,	\$275 00	Market sqr. Intermedial.
Maria Russell,	150 00	" "
Lydia G. Davenport,	225 00	Market sqr. Primary.
Sarah H. Hewins,	150 00	" "
Hiram W. French,	700 00	Bush st. Grammar, (boys.)
Mary Ann Crapo,	200 00	" " "
Ann M. Bonney,	150 00	" " "
Sybil W. Collins,	300 00	Bush st. Grammar, (girls.)
Sarah C. Davenport,	200 00	" " "
Mary G. Washburn,	150 00	" " "
Mary T. Congdon,	275 00	Bush st. Intermedial.
Catharine Bailey,	150 00	" "
Ann Maria Bailey,	225 00	Bush st. Primary.
Mary E. Allen,	150 00	" "
Rebecca G. Nye,	275 00	Sixth st. Intermedial.
Sarah Jane Babcock,	150 00	" "
Harriet N. Covell,	226 00	Sixth st. Primary.
Martha A. Shepherd,	150 00	" "
Ann M. Richmond,	225 00	Griffin st. Primary.
Cyrus Bartlett,	700 00	Grove Grammar.
Rebecca H. Thompson,	200 00	" "
Susan T. Congdon,	275 00	Grove Intermedial.
Cornelia G. Baker,	150 00	" "
Hannah B. Robinson,	212 50	Clark's Point.

The following table will show the average number of scholars belonging to each school—the average attendance—and the per centage of attendance for each of the four terms of the year which ended with February. By a comparison of this table with the tables of attendance for the winter term which we have published in some of the preceding years, it will appear that, in many of the schools, there has been an improvement in this particular. We are glad that it is so. But the deficiency of attendance in most of them is still much greater than it would be, if sickness or necessary detention were the only reasons for these absences.

	SPRING.			SUMMER.			AUTUMN.			WINTER.		
NAME OF SCHOOL.	Average No. of Scholars.	Average at- tendance.	Per centage of attendance.	Average No. of Scholars.	Average at- tendance.	Per centage of attendance.	Average No. of Scholars.	Average at- tendance.	Per centage of attendance.	Average No. of Scholars.	Average at- tendance.	Per centage of attendance.
HIGH SCHOOL.												
Boys,	80	74	.92	76	67	.90	71	63	.89	78	73	.94
Girls,	92	72	.78	97	83	.86	93	72	.78	95	78	.82
GRAMMAR SCH' S.												
Acushnet.	55	45	.82	43	34	.80	49	38	.77	59	51	.86
Hill.	98	92	.94	97	92	.95	105	96	.91	113	102	.90
Charles st.*	155	127	.82	137	110	.80	142	119	.84	149	126	.85
Middle st.†	185	164	.88	175	142	.81	202	165	.82	201	169	.84
Bush st.†	97	79	.82	95	81	.85	108	96	.89	123	110	.89
Bush st.*	144	126	.87	127	102	.80	140	120	.86	129	106	.82
Grove.	80	72	.90	68	63	.92	84	75	.89	90	81	.90
INTERMEDIATE.												
Maxfield st.	85	70	.82	89	70	.79	93	76	.82	92	73	.79
Kempton st.	133	114	.86	123	101	.82	135	119	.88	115	108	.93
Charles st.	81	65	.80	79	59	.75	62	51	.82	69	58	.84
Market square	72	59	.82	73	56	.77	67	58	.87	70	57	.81
Bush st.	86	72	.84	91	74	.81	88	72	.82	92	73	.80
Sixth st.	97	86	.89	89	79	.89	95	86	.91	96	90	.94
INT'L. & PRIM'Y.												
Acushnet,	37	31	.83	35	31	.88	41	31	.76	33	27	.82
Hill,	96	62	.71	95	74	.77	94	71	.75	99	64	.65
Grove.	88	73	.83	71	60	.85	70	62	.88	64	53	.83
PRIMARY.												
Maxfield st.	97	78	.81	112	92	.82	113	82	.73	96	74	.77
Charles st.	128	104	.81	115	92	.80	121	93	.77	130	89	.69
Marketsquare	62	46	.74	84	64	.76	92	68	.74	80	54	.67
Bush st.	103	83	.81	117	91	.78	113	86	.76	81	63	.78
Sixth st.	81	52	.64	94	74	.79	90	71	.79	71	42	.59
Griffin st.	56	46	.82	66	56	.85	69	57	.82	65	52	.80
North School,	33	24	.73	31	24	.77	34	20	.59	24	19	.79
Perry's Neck,	23	15	.66	24	16	.67	20	15	.75	19	16	.84
Haskins' Cor.	38	31	.82	39	34	.87	36	27	.75	37	30	.81
Cannonville,	45	33	.73	43	32	.74	43	31	.72	37	30	.81
Clark's Point,	40	34	.85	38	26	.68	37	32	.86	41	34	.83
In all,....	2467	2035	.825	2425	1979	.812	2507	2052	.818	2448	2002	.818

* Girls.

† Boys.

The number of scholars over sixteen years of age admitted in all the schools during the year has been *seventy-three*, and there have been twenty under four years. Nearly all the latter have been received in

the country schools, where the rule for excluding them has not been strictly enforced.

There is one fact disclosed by these tables, which we would fain have found otherwise, and which we cannot pass over without further notice. It is this. While the punctuality in attendance which has heretofore distinguished the boys' division of the High School has been very well sustained, that of the girls' division has gradually fallen off, till the per centage of their attendance is now lower than that of most of the Grammar Schools. We are prepared to see some difference in the attendance of the two divisions, especially in the winter season, and are disposed to make all proper allowance ; but the disproportion is too great, and has not existed, to such an extent, till quite recently. It explains that marked difference between the exercises of the two divisions in some of the classes, to which the attention of the school has latterly been more than once directed. It admonishes us in relation to the future selection of teachers, that those who have not been diligent in their own attendance at school cannot be expected faithfully to impress a proper sense of this obligation upon the children of others. Why will not scholars, those at least of maturer years, be more thoughtful and careful on this subject ? Why will not parents and guardians, for the power is with them, be willing to co-operate with the teachers and the committee, more earnestly than some have hitherto done, in their endeavors to correct this evil in all the schools ?

SCHOOL BOOKS.

This topic has scarcely been mentioned in any of our reports for several years past. The change of school books has been regarded as an evil in itself, one which was to be avoided as far as practicable, but which would sometimes be found necessary. It was not for want of urgent solicitation on the part of persons desirous to effect some of these changes that we have resisted innovation, for we have had proposals in abundance, and it may be that our conservatism has been somewhat ultra in this matter. But we have permitted no change of any moment in our school books, for several years, until the present. We have now so far relaxed our rigor, as, during the year, to introduce Wells' English Grammar partially, and Greenleaf's Arithmetic generally, into the Grammar Schools. Cutter's First Book in Physiology has been introduced into the same schools. In this instance, however, it was not a change of books, but rather the introduction of a new branch of study into these schools. In the High School also, Greenleaf's Arithmetic has taken the place of Emerson's, Smith's Illustrated Astronomy has been substituted for Guy's, and Cutter's Physiology has taken the place of the former books on that subject.

SCHOOL DISCIPLINE.

There has been much discussion of late, and great diversity of opinion in regard to the use of corporal

punishment in schools. We believe, however, that the public generally with few exceptions, and school committees and teachers in particular, have adopted the conclusion that it cannot yet be entirely dispensed with in our public schools. We shall probably all admit, that the teacher who can preserve the requisite degree of order and advance his pupils satisfactorily in their studies, with the least resort to this punishment, is the man most eminently fitted for his task. It is at best an evil necessary to be endured, but to be avoided whenever its place can be supplied by an appeal to higher and nobler motives. In the city of Boston and in some of the other cities and larger towns of the Commonwealth, as we learn from their annual reports, they require the Principals of the schools to report, at stated periods, to their superintending committee all cases of corporal punishment which have occurred in their schools, together with the name and age of the scholar on whom it was inflicted, and the offence with which he was charged. We have not deemed it necessary or expedient to adopt such a rule for the government of our schools, though we think no teacher should hesitate to keep such a record if required, to be exhibited for the information of the Committee whenever it might be called for.

LIBRARY AND APPARATUS.

The central Library has continued to be opened weekly for the delivery of books to teachers and to

scholars over ten years of age. About 200 volumes have been added, but as they have been mostly of small size, the expenditures on this account have not exceeded \$48 22-100. After deducting this amount from the balance of last year (\$382 20-100) there will remain for present balance of this fund, \$333 98-100.

Of the appropriation for the purchase of apparatus we have expended only the sum of \$79 83-100 this year, and this has been chiefly in the purchase of Maps and Diagrams. A set of Fowle's outline Maps has been furnished to every Intermedial school, and to such of the country schools as had not been already provided with Bliss's series. Sets of outline maps—either Pelton's, Mitchell's, Bliss' or Fowle's—have now been placed in all the public schools in the city, except the Primary schools which are attended by children under seven years of age.

OUR FINANCES.

We have received from the town of Fairhaven the sum of \$57.95, which has been paid to the City Treasurer, and by him placed to the credit of the School Department. It was their proportional part of the money raised by that town last year for support of schools, which was assigned to certain persons who reside in the immediate vicinity of the North school of this city, and whose children have been permitted to attend that school for two or three years past. It was made subject to their order by a vote of the town at the annual meeting, and upon their

order was paid to the Chairman of this Committee, and by him to the City Treasurer, as already stated.

There have been placed to the credit of the account for "Support of Public Schools" on the Treasurer's books during the past year the following items, viz :

Balance of former account,	\$4,943 67
Appropriation for 1848,	21,500 00
Tax Collector, for Books,	79 41
Income of State School Fund,	625 65
Appraisal of lot on William Street,	2,259 75
Amount received from Fairhaven.	57 95
	\$29,466 43

And there had been allowed and paid, prior to the 2d of March, when the accounts of the year were closed, including the cost of the lot on Summer street, (for particulars see report of Committee on Finance,) bills amounting to

\$24,658 62

Leaving a balance in the Treasury of	\$4,807 81
To this should be added the sum of	600 00

transferred by the City Council last year from this account to that for "Lighting the Streets," which it is expected will be replaced the ensuing year, and we have the sum of

\$5,407 81

From this deduct for bills allowed during the present month \$617 16

and deduct also, as unavailable for the ordinary expenses of the department, the unexpended balance of the appraisal of the William street lot 324 03

and the unexpended Library fund 333 98

————— 1,275 17

and there will remain the sum of \$4,132 64

to pay salaries of teachers and defray other needful expenses to the first of June, which will be the end of the school year; and it will probably be sufficient for the purpose.

The appropriation for supporting the adults school had not been credited, and very few of the bills had been paid, when the accounts of the year were closed. They will appear therefore in the accounts of another year.

Having now brought their labors to a close, this report of the proceedings of the Committee is respectfully submitted to the consideration of their fellow citizens.

By direction of the Board,

THOMAS A. GREENE, Chairman.

MEMBERS OF THE SCHOOL COMMITTEE.

1849.

FROM WARD No. 1.—DANIEL C. BURT,

“ “ “ LINNEUS WOOD.

“ “ “ CHARLES ALMY,

“ “ No. 2.—HORATIO A. KEMPTON,

“ “ “ OLIVER H. P. BROWN,

“ “ “ HENRY R. WILCOX.

“ “ No. 3.—LUTHER G. HEWINS,

“ “ “ AMASA L. GLEASON,

“ “ “ MOSES G. THOMAS.

“ “ No. 4.—RUFUS BABCOCK,

“ “ “ CHARLES HAFFARDS,

“ “ “ AZARIAH ELDRIDGE.

“ “ No. 5.—THOMAS A. GREENE,

“ “ “ GEORGE HOWLAND, Jr.

“ “ “ WILLIAM HOWE.

“ “ No. 6.—WILLIAM P. HOWLAND,

“ “ “ JOSEPH CONGDON,

“ “ “ LUTHER S. CHASE.

ORGANIZATION OF THE COMMITTEE.

~~~~~  
THOMAS A. GREENE, Chairman.  
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STANDING COMMITTEES.

HIGH SCHOOL.—Greene, Howland, Jr., Babcock, Congdon, Thomas and Eldridge.

NORTH GRAMMAR SCHOOLS.—Babcock, Gleason, Almy and Brown.

SOUTH GRAMMAR SCHOOLS.—Howland, Jr., Haffards, Congdon, and Thomas.

NORTH INTERMEDIAL SCHOOLS.—Hewins, Kempton, Wood and Wilcox.

SOUTH INTERMEDIAL SCHOOLS.—W. P. Howland, Howe, Eldridge and Chase.

PRIMARY SCHOOLS.—Howe, Hewins, Wood and Chase.

COUNTRY SCHOOLS.—Burt, Kempton, Almy and Wilcox.

NOMINATION OF TEACHERS.—Greene, W. P. Howland, Burt, Gleason, Eldridge and Brown.

LIBRARY.—Greene, Howe and Almy.

ON SCHOOL HOUSES.—North of Elm street, Kempton. South of Elm street, Haffards.

ON ADMISSIONS.—North of Elm street, Hewins. South of Elm street, Haffards.

WILLIAM HOWE, Secretary.

1850—CITY DOCUMENT—No. 4.

R E P O R T

O F T H E

SCHOOL COMMITTEE,

O F T H E

CITY OF NEW BEDFORD,

F O R T H E Y E A R

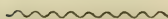
1849-'50.

N E W B E D F O R D :

BENJAMIN LINDSEY, CITY PRINTER.

1850.

R E P O R T .



Another Municipal year has passed away; and, with its termination, the time has arrived for the several departments, to which the administration of the various interests of the city has been entrusted, to render to their fellow citizens the customary account of their stewardship. The School Committee accordingly proceed to make their report of the acts and proceedings of their Board, and the condition of the very interesting charge committed to their care, for the year ending with March, 1850.

OF THE SCHOOL PROPERTY.

The condition of the school property has not been materially changed since our report of last year. Among the few improvements which have been made, may be enumerated the remodelling and refurnishing of the intermedial school room on Kempton street, and the enlargement, by an addition to the length, of the primary school house on Griffin street. A class

room, in the latter case, is provided for an assistant, whose services had become necessary from the increase in the number of pupils in that school. Under this head also, we must not omit to mention the introduction of Clark's Ventilating Stove into many of our school houses during the past winter. We regard these stoves as decidedly the best that have ever been used in our public schools, from their capability to promote, at the same time, purity in the atmosphere and uniformity of temperature. To their merit in these particulars, such of us as are in the practice of frequently entering the schools at the middle or near the close of a school session, feel ourselves qualified to bear ample testimony.

With the exception of these and a few similar improvements noticed in our last year's report, the school property has undergone little change in value during the last two years, beyond the deterioration which lapse of time and rather hard service—the uniform lot of school houses—must be expected to produce. But the time is near at hand and we believe now is, when further accommodations for our schools must be provided. It has been questioned by some of our citizens, whether there has been any considerable increase in the population of New Bedford since the city form of government was established. However this may be, there can be no question that the attendance of the children in our public schools has greatly increased during this period. It may be owing to the greater punctuality of that class of the children who have heretofore been negligent in this

respect, for there was and still is ample room for improvement herein ; or it may be owing in part to the discontinuance of some of the private schools ; but, whatever be the cause, the fact exists within the knowledge of the Committee, and is to be provided for. The intermedial schools on Maxfeld street and on Sixth street, are full and more than full, and must be relieved either by enlarging those houses, or providing new ones to take off their surplus numbers. The grammar school at the Grove requires similar relief. We think it is time that the schools on Market Square, now kept in the dilapidated house removed from William street, and standing on a lot of leased land of very contracted dimensions, and in a too public exposure, should be provided with a better house in a better situation, and we have caused some enquiries to be made with a view to this accommodation. With these general remarks on the probable necessities of this department for the coming year, we leave this part of the subject to the careful and deliberate consideration of our successors.

OF THE SCHOOL EXAMINATIONS.

The members of the Committee for the past year have been generally prompt and diligent in attending to the duties of their appointment, and will compare not unfavorably in this respect with any of their predecessors. We take pleasure in being able to state that no regular meeting of the Board since the organization of the city government—and these meet-

ings are held semi-monthly—has ever failed to be held for want of a quorum in attendance ;—nay, we may look back three years further, and our records will show that for six years past every regular meeting of the Committee has been attended by the number requisite to constitute a quorum. This number is now *seven*, out of *eighteen*. It was *five*, when the number of the committee was *thirteen*. Nor have the schools been often neglected. Quarterly examinations of all the schools have been made, with very few exceptions, at the end of each term. At the last of these in February, every school was visited by at least some one of the committee, and at several of them from three to five members were in attendance. They stayed, also, long enough to enable them to form some opinion of the proficiency of the pupils and of the general character of the school. The Chairman has continued to make his monthly visits to all the schools, with a very few exceptions, throughout the year ; and to some of them, whenever it appeared desirable, much more frequent visits have some times been made. We will endeavor to give somewhat more in detail the result of these examinations, having reference more particularly to those made at the close of the winter term, and which were specially reported to the next regular meeting of the Board.

THE PRIMARY SCHOOLS.

There are six primary schools in the city. That on Maxfeld street is taught by Lydia L. Watkins, as

principal, and Rebecca R. Lewis, as assistant. The number of scholars belonging to the school for the past year, has averaged 110. The average attendance through the year has been $79\frac{1}{2}$ per cent. This school continues to be in a very satisfactory condition. It has been so reported for quite a long time.

The school on Charles street is the largest primary school in the city. The average number for the year has been 137. The teachers are Anna M. Richmond, principal; Harriet N. Butler, assistant. The present principal has had charge of it for little more than one term, having been removed to this from the smaller school on Griffin street. The Committee were well satisfied with this school, believing it to be in excellent condition. The attendance for the year has been 77 per cent.

The school on Market Square is taught by Lydia G. Davenport, as principal, and Sarah H. Hewins, as assistant. The average number of scholars for the year has been 94. The average attendance has been 80 per cent. The character of this school has been much improved during the year, and is now quite satisfactory.

The school on Bush street has been taught by Anna M. Bailey, principal, and Mary E. Allen, assistant. The number of scholars during the year has been an average of 92. The average attendance has been $80\frac{1}{2}$ per cent. This school continues to be conducted as it has been for several years past, in a manner highly satisfactory to the Committee.

The school on Griffin street has been taught by

Anna R. Commerford, as principal, and Mary R. Howe, as assistant, since November last. Prior to that time it had been under the sole care of Anna M. Richmond, until September, when it was deemed necessary to appoint an assistant, on account of the increase in the number of pupils, and the present assistant was then appointed. The number through the year will make an average of 75. The average attendance has been $87\frac{1}{2}$ per cent. This is the best attendance to be found in any of the primary schools. The school is well conducted, and in good condition.

The school on Sixth street has averaged 86 members. The teachers are Harriet N. Covell, principal, and Martha A. Shepherd, assistant. The average attendance has been 81 per cent. The reports from this school have not been so favorable heretofore as could be desired; but the Committee thought they saw at this time a manifest improvement in its condition, and have accordingly made a satisfactory report.

THE INTERMEDIAL SCHOOLS.

There are *nine* intermedial schools; or, rather, *six* of them are intermedial, and the three others are both primary and intermedial. We will pursue the same order, beginning at the north, in the enumeration of these.

The intermedial and primary school at Acushnet Village, is taught by Jane Ann Severance. We have been well satisfied with the character of this school under the present teacher; the children generally appear to be alive to their lessons, and, though

the recent examination did not quite equal some of the former ones, our opinion of the school and its teacher remains unchanged. The average number of pupils has been about 40. The attendance for the year has been $87\frac{1}{4}$ per cent.

In the Hill intermedial and primary school there has been a marked improvement during the year. It was taught by Deborah H. Wing, as principal, for the first three terms. It has been under the charge of Anna B. Shockley, during the winter term. Helen M. Gordon, has been the assistant for the whole year. The number of scholars is gradually increasing with the increase of population in that section of the city. The average number belonging to the school for the year has been 103, of which nearly two-fifths were under seven years of age. The per centage of attendance for the year was $86\frac{1}{2}$. The time seems to have nearly arrived for dividing this school and establishing a primary school, which shall be separate and distinct from the other.

The intermedial school on Maxfeld street, is taught by Eliza J. D. Shepherd, principal, and Anna M. Harlow, assistant. The number of scholars has averaged 92 for the year. The attendance has been equal to $80\frac{1}{2}$ per cent. The condition of this school has gradually and steadily improved during the year, and the report of the recent examination was a favorable and encouraging one.

Of the Kempton street school, a report very similar to the last may be made. There are evidences of improvement here also. It is taught by Mary B.

Randall, principal, Avis Spooner and Julia A. Gibbs, assistants. It is the largest school of its class in the city. The average number of pupils belonging to the school for the year has been 121. The average attendance has been 93 per cent.

The Charles street school is under the care of Clara D. Cory, as principal, and Elizabeth P. Francis, assistant. It has numbered on an average 87 pupils, and the attendance has averaged 84 per cent. The appearance and deportment of this school were highly gratifying, and we do not hesitate to rank it among the best of its class in the city.

The school on Market Square also exhibited marks of improvement which were encouraging to the Committee. Its teachers are Elizabeth Y. Allyn, principal, and Maria Russell, assistant. This is the smallest of our intermedial schools, but it is large as the present house can properly accommodate. The number of scholars has averaged for the year about 71, and the attendance has been 83 per cent.

The school on Bush street appears to maintain its former high character, though some of the others are hardly second to it at the present time. Mary T. Congdon continues to be the efficient principal of this school, and Anna E. Allyn has been her no less efficient assistant. Her services in this station, from which she now retires, have merited and received our approbation. The school has numbered for its yearly average about 91 members, and the average attendance has been 85 per cent.

The Sixth street school has also been well con-

ducted under the care of Rebecca G. Nye, as principal, and Sarah Jane Babcock, as assistant, and is an excellent school. This school is large, averaging for the year about 100 members, and the per centage of attendance has been 96. This is the best attendance of any intermedial school in the city.

The Grove intermedial and primary school is the last of this series. It is taught by Susan T. Congdon, as principal, and Sarah D. Ottiwell, assistant. The Committee found it in a satisfactory condition. The number of scholars has been an average of 78, and the attendance has been 91 per cent. In conclusion we deem it proper to say, that we have never known the schools of this grade, since its establishment, to be in so satisfactory a condition in the aggregate, as they are at the present time.

THE GRAMMAR SCHOOLS.

The Acushnet grammar school has been under the charge of Alonzo H. Harlow, during the entire year. We have heretofore regarded him as a devoted and skillful instructor, and the recent examination has confirmed this opinion. But there has for a length of time existed a want of harmonious action between him and some of the parents of the children residing within the district, which has operated unfavorably to the progress of the school. Endeavors have been made, not so successfully as we could have wished, to heal the difficulty. The average number of scholars for the winter term has been 49. The average

attendance for the year has been $87\frac{1}{4}$ per cent. There have been a few scholars, more advanced in their studies, who have attended to Algebra and Natural Philosophy in this school. These, if they resided in the central portion of the city, would most probably be found at the High School.

The Hill grammar school, on Linden street, has been taught by Benjamin Evans, as principal, and Elizabeth C. Covington and Clara E. Thornton, assistants. The examination of this school gave great satisfaction to the Committee. The pupils showed themselves very expert in arithmetic. In geography also, and indeed in all the branches pursued in the school, they have made good proficiency. The average number of scholars for the winter term has been one hundred and twelve. The per centage of attendance for the year has been eighty-eight.

The boys' grammar school on Middle street is taught by Woodbridge R. Howes, principal, and Lois K. Dean, Cornelia G. Baker and Patience Potter, assistants. This is the largest school in the city; its number of pupils for the last term having amounted to an average of two hundred and three, and of one hundred and eighty-six for the whole year. The order and discipline of this school was very good, and fully met the expectations of the Committee. The advancement of the pupils, when compared with some other schools of the same grade, did not impress the Committee so favorably. We believe the teachers have labored faithfully and diligently, and we would award them due credit therefor. But the

school has been crowded beyond its capacity to accommodate, and the time which has been allotted to the instruction of such large classes has been from necessity too brief to admit of instructing them properly. This will apply particularly to the classes of boys who are backward in their studies from having neglected school in earlier life ; and who need the bestowal of much time and patient attention from their teachers now, to enable them to make up the deficiency. As the school has commenced a new term with larger numbers than ever before, an additional assistant has been appointed to afford some relief in the difficulty, until a more permanent remedy shall be provided. The average attendance of this school for the year has been eighty-eight per cent.

The girls' grammar school, on Charles street, continues to sustain its former good reputation. Its teachers are Anna L. Bourne, principal, Martha E. Keith and Jane M. Gould, assistants. This school is also too crowded, and the establishment of another grammar school between them and the Hill school will probably ere long be the necessary mode of relieving the pressure upon the Charles and Middle street schools. The average number of girls belonging to this school has been one hundred and sixty for the winter term, and one hundred and fifty-two for the whole year. The average attendance has been eighty-seven per cent.

The girls' grammar school on Bush street has lost nothing of its well established reputation. In English grammar the performances of its pupils were worthy

of special notice. Nor in reading, or any of the other branches of study to which they attend, would they fall much behind in the comparison. This school also, is too large for the accommodation with which it is furnished. The average number belonging to it for the winter term has been one hundred and seventy-one, and for the entire year one hundred fifty-one and one half. The attendance has averaged ninety per cent through the year.

The grammar school for boys, kept in the same building, has been taught by Hiram W. French, principal, and Mary Ann Crapo and Ann M. Bonney, assistants. The school appeared well at the last examination. The proficiency of the pupils examined in arithmetic and grammar was very creditable. The average number of scholars for the year has been one hundred and seven—for the winter term one hundred and four. The average attendance for the year has been ninety-two and one-fourth per cent.

The Grove grammar school has been taught for the first six months by Cyrus Bartlett, as principal, and during the remainder of the year by Ebenezer Herve. Rebecca H. Thompson has been the assistant during the whole year. The school has improved under the present principal, and at the late examination was found to be in a satisfactory condition. The average number of scholars for the year has been seventy-seven. The average attendance has been ninety-three per cent.

THE COUNTRY SCHOOLS.

The North school has been under the charge of Elizabeth P. King, during the entire year. It has been well conducted, and is a good school. It is, with one exception, the smallest school under our supervision, notwithstanding it is partly filled up from the children who live on the Fairhaven side of the County road, in that neighborhood. The average number of scholars for the year has been thirty-six. The average attendance has been seventy-six per cent.

The school at Perry's Neck is the smallest public school within the limits of the city. But the population of the neighborhood is increasing, and the school has nearly doubled its numbers within five years. Its average number for the past year has been twenty-five, its average attendance eighty-two per cent. Anna B. Gifford has taught this school for several years, and it has thriven well under her care. The recent examination was very creditable to the teacher and pupils. She has now withdrawn from the charge, and we hope the school will sustain its character under her successor.

The school at Haskins' Corner has always been a pleasant and flourishing school since it came under our notice. The children seem to be alive and in earnest, and make good progress in their studies. It has been taught by Jane P. King thus successfully for several years. The average number of scholars for the year has been thirty-six. The average attend-

ance has been eighty-seven per cent. We will qualify these remarks by saying, that a little more attention to the reading and spelling would be giving to these studies no more than their proper share of the school time, even if it were borrowed from some of the other exercises.

The school at Cannonville, when it came under our care nearly five years ago, was in a very low state. It has been improving since, sometimes with encouraging rapidity, at others, very sluggishly. It is now a pretty fair school, when compared with some of its former days, perhaps accomplishing all we have a right to expect, but not yet so much as we could wish. The present teacher, Elizabeth Thomas, is faithful and capable, and we are satisfied with the share of success that has attended her efforts. The average number of scholars has been forty-five. The average attendance has been seventy-three per cent.

The Clark's Point school has been under the care of Hannah B. Robinson, during the year, and has changed very much for the better since it came under her direction. It is now a good school, and will compare not unfavorably with any other of its class. The scholars are well and thoroughly taught. The rank which it once held it has now regained. The average number of the scholars for the year has been thirty-four. The average attendance has been eighty-eight per cent.

We were very favorably impressed with the examinations in geography, and they were pretty tho-

roughly made, in nearly all the country schools. They satisfied us that the outline maps which are now suspended upon all their walls have not been hung there in vain.

THE HIGH SCHOOL.

There has been no change of teachers in this school during the year. It has continued under the care of John F. Emerson, principal, and Onslow Hemenway, Anna Webb and Eliza H. Tobey, assistants. Nothing extraordinary or unusual has marked its operations; but it has been, steadily, and, we trust, successfully, prosecuting its daily work of preparing, by careful mental and moral training, that portion of the children of our city whose deportment and proficiency in the other schools have gained them admission to this, for the proper discharge of their duties and responsibilities in after life. The subcommittee to whose care it has been more immediately entrusted, have not been unmindful of its welfare; as, for some of their number, the visits recorded upon its register will testify.

The usual semi-annual examinations in June and December were made, three days being devoted to each of them. They were conducted as heretofore, partly by written and partly by oral exercises. In June, *nine* written exercises were performed. Three, one each in arithmetic, geometry and algebra, by the first class. Two, one in geometry and one in algebra, by the second class. One in algebra by the

third, and one each in arithmetic by the fourth, fifth and sixth classes. In December, there were *twelve* written exercises. Three, one each in arithmetic, geometry and algebra, were performed as before by the first class. Two, one in algebra and one in astronomy, by the second class. Two, one each in arithmetic and algebra, by the third and fourth classes, and one each in arithmetic by the fifth and sixth classes. To these on both occasions was added as much of oral examination as the time would allow. Without reporting these written exercises in detail, as we have been accustomed to do, in whole or in part, for several successive years, we will say that they generally compare very well with the performances of the same classes on previous examinations. The exercises in composition, which were read in June, have not been surpassed, if they have ever been equalled, on any previous exhibition. Of the two graduating classes, whose connection with the school severally terminated at these examinations, we take pleasure in saying, that their scholarship and general deportment have been alike creditable to themselves and their instructors ; and we look forward with hope and confidence to see most of them occupy a corresponding position on the arena of active and busy manhood.

Eight members of the general committee, including every member of the standing committee on this school, were present during some part of the winter examination, and some of them were there during nearly all the time. The average number of scho-

lars belonging to the school during the spring quarterly term, was sixty-five boys and eighty-five girls; for the summer term, seventy-five boys and eighty-six girls; for the autumn, sixty-five boys and seventy-nine girls; and for the winter term, seventy-three boys and ninety-five girls. The average attendance for the whole year has been, for the boys, ninety-four per cent, and for the girls, eighty-seven and one quarter per cent. The attendance of the boys at this school is precisely the same as last year, while that of the girls, about which we had then just cause of complaint, appears much better in this account. But it does not now come up to the attendance of the girls in one of the grammar schools.

The semi-annual examinations of the candidates for admission to the high school were also made in the usual manner in the months of June and December. At the former *sixty-nine* applicants were examined, of whom *forty-nine* were admitted. In December, there were *forty-seven* applicants, and *forty-two* were received.

STATISTICS OF ALL THE SCHOOLS.

The number of public schools, exclusive of the two evening schools for adults, is *twenty-eight*, the same as last year. These are all kept through the year, for five days of each week, with the exception of six weeks allotted to the vacations—the last year there were seven—and with the exception also of the stated

holidays. There are two grammar schools for girls, and two others for boys exclusively, in the central part of the city. The remaining *twenty-four* are composed of both sexes in nearly equal numbers. The number of teachers is *fifty-eight*. Seven of these are males, and fifty-one are females. The number of children in the city between the ages of five and fifteen, as ascertained in May last, was *three thousand and three*.

The average attendance of the scholars for the year, estimated by the per centage of the numbers actually belonging to the school, has been carefully calculated from the quarterly returns made by the teachers to the Secretary of the Committee, but it is not to be relied upon as being perfectly accurate. The teachers do not agree precisely in their construction of the rule by which they are to be governed in making up this account. So that the name of an absent scholar is stricken from the roll by one, while under the same, or nearly the same circumstances, it would be retained by another. If this discrepancy in their accounts were removed, the probable operation would be to raise the lowest and depress the highest on the list, and thus to bring them somewhat nearer together. But it would not probably be sufficient to change the order of their position in any instance, nor could it affect materially, if at all, the aggregate of the attendance for all the schools. This we estimate for the present year to be eighty-six and two-tenths per cent. It is a decided advancement upon our former reports, and

while we welcome it as such, and announce it with much satisfaction to our fellow citizens, let it prompt both Committee and teachers to persevere in the good work, for it is a field in which there is yet much room for improvement, and on which judicious and patient labor will not be bestowed in vain.

THE EVENING SCHOOLS FOR ADULTS.

These schools were commenced in the latter part of October and will be continued through the present month. This will extend them to twenty-three weeks, which is just one-half the length of the school year. They have both been kept in the basement room of the school house on Middle street, which was occupied by the school for females last year. They have been kept on alternate evenings, thus allowing three evenings in a week to each school. They have been continued without intermission through the winter, except one or two instances of suspending the school for females, when it occurred on the evenings of the holidays. The teachers of the school for males have been Hiram W. French, principal, and Joseph B. Scotchler, assistant. Of that for females, I. S. Cornish has been the principal, and Mary T. Congdon the assistant.

We regret to state that the attendance on neither of these schools has been equal to that of last year. The greatest falling off has been in the school for males. The whole number who have presented themselves at this school during the season has been

seventy-eight, but a few of these have appeared for one or two nights only. The greatest number attending on any one evening has been *thirty-four*. The average attendance for the whole time would not probably exceed *twenty*. The emigration to California has been assigned as a principal cause for this diminution of members compared with last year. It is, doubtless, one of the causes. But there are subjects enough remaining at home to fill all the vacant seats we have provided, if they could be induced to come and occupy them. Twice as many persons as have attended this school might have been just as well instructed without any increase of the expenditure, if they would. We endeavored to extend the invitation as widely as before, but they came not at our bidding.

The school for females has been more fully attended. The whole number that have presented themselves has been *ninety-three*. The greatest attendance on one evening has been *fifty*. The average attendance about *thirty-five*. On several evenings voluntary assistance has been received from young ladies of the city, and more would, there is no doubt, have been offered, had the number of scholars in attendance been so large as to require it. In both schools, some have been punctual in their attendance, and diligent in application. Such have made, in most instances, rapid and gratifying progress. Beginning with the rudiments of school education, they have become respectable readers and writers, while some of them have acquired a very fair knowledge

of the fundamental rules of arithmetic. We are by no means prepared to say that the information which has been imparted to the few persons who have attended these schools the present season, is not well worth all the labor and expense it has cost ; but it is greatly to be wished that some method could be devised to bring out twice or thrice as many of those who are surely dwelling in our midst, enduring privations from the want of early instruction, that they too may share in the bounty which is thus freely extended to them.

THE SCHOOL LIBRARIES.

These Libraries, particularly the central one at the City Hall, have been freely used by the pupils of the schools during the past year. Of the latter, Cyrus Bartlett served as Librarian, until he resigned the appointment when about to sail for California, in August last. Since that time the duties of Librarian have been performed by Wm. Howe, the present Secretary of the Committee. In the autumn this Library was removed from the room which it formerly occupied, but which was needed for the better accommodation of the Board of Aldermen, to a new room prepared for it in the east end of the basement of the City Hall. This room is now used for the Library, and also for the meetings of the Committee. It is more easy of access, and on that account more convenient for the purposes of the library than the one we relinquished. But it is small in size, and

sometimes very much crowded by the throngs of children who assemble there in library hours. A few volumes, not exceeding fifty in number, mostly small, and involving a small expenditure from the library fund, have been purchased during the year.

SCHOOL APPARATUS.

A valuable compound Microscope, and an excellent refracting Telescope have been added to the philosophical apparatus at the High School. A few more maps and books important for reference have been procured, and a few lectures have been delivered, the expenses of all which have been defrayed from the appropriation made last spring for this purpose. A small lot of apparatus has also been procured for the Acushnet Grammar School. In these purchases nearly the whole sum of three hundred dollars, the amount appropriated, has been expended, though it will not all appear in the report of the Committee on Finance, as several of the bills have been allowed and paid since that report was made.

THE SCHOOL FINANCES.

To exhibit the state of the funds of this department, we give the concluding synopsis of the report of the Finance Committee of the City Council, referring to that document for a full and ample statement in detail of our varied expenditures.

The department is credited with :

Balance of former account,	\$4,807	81	
Annual Appropriation,	22,500	00	
Old Desks, &c. sold,	6	00	
Amount received from Commonwealth,	600	80	
Amount received for Books,	163	25	
			28,077 86

And it is charged with :

Teachers' salaries,	\$15,877	78	
School Committee's services,	782	82	
Librarian's,	34	00	
Books,	676	33	
Stoves, pipe and repairing,	1,180	31	
Fuel,	506	80	
Cleaning, making fires, &c.	442	61	
Repairs and alterations,	2,509	79	
Incidentals,	744	36	
			22,754 80
Leaving a balance of			
			\$5,323 06

The amount credited for books was received from the Collector of Taxes, for school books furnished by the Committee to children whose parents neglected to provide them, the cost thereof being assessed, according to law, upon such parents, in connection with their city taxes.

The item of "books" on the other side of the account, includes books for the library, stationery and

school-books for all the schools, and also all the necessary school-books required by the laws to be furnished to children whose parents neglect, after due notice, to supply them. It also includes the bills for maps, &c., charged by us to the appropriation for apparatus.

The charges for stoves, pipe, &c., include the new ventilating stoves mentioned in the former part of this report. The introduction of some twenty-seven of these into as many different school rooms will explain the unusually large expenditure of this year on this account.

The Incidentals include the bills for Microscope, and all the other articles not already enumerated, which we have charged to the apparatus account.

Since these accounts were closed, we have approved and allowed bills to the amount of \$828.70, which, being deducted from the balance above stated, will leave the sum of \$4,494.36. This, after deducting the library fund, and the unexpended balance of the proceeds of the lot on William street, will be available towards the current expenses of this department, but will not be quite sufficient to pay the salaries and other bills becoming due prior to the termination of the school year on the first day of June next. An appropriation of \$600, which was made by the city government in the autumn of 1848, for the support of the adult schools, but which has never been placed to our credit, would amply cover this apparent deficiency.

To elevate the character of our public schools, and

through them of the generation which is to succeed us on the stage of busy life and to form the future character of our city, requires constant care and vigilance on the part of those to whom this important trust is committed. We have endeavored to discharge its duties with a proper sense of the responsibility which has devolved on us: and though, sometimes, our utmost efforts may seem to be made almost in vain, we cannot but think, that, in the present condition of the schools, we are authorized to say, that, upon the whole, a reasonable share of success has, with the blessing of Heaven, attended our labors.

Respectfully submitted,

On behalf of the Committee.

THOS. A. GREENE, Chairman.

NEW BEDFORD, 3d mo. 25, 1850.

SCHOOL COMMITTEE FOR

1850.

WARD No. 1.—DANIEL C. BURT,

“ “ LINEAS WOOD,

“ “ CALVIN STAPLES.

WARD No. 2.—HORATIO A. KEMPTON,

“ “ HENRY R. WILCOX,

“ “ CHARLES D. BURT.

WARD No. 3.—LUTHER G. HEWINS,

“ “ AMASA L. GLEASON,

“ “ MOSES G. THOMAS.

WARD No. 4.—CHARLES HAFFARDS,

“ “ ROBERT C. PITMAN,

“ “ ALEXANDER H. SEABURY.

WARD No. 5.—THOMAS A. GREENE,

“ “ GEORGE HOWLAND, JR.

“ “ WILLIAM HOWE.

WARD No. 6.—WILLIAM PENN HOWLAND,

“ “ HENRY T. WOOD,

“ “ BRADFORD G. HATHAWAY.

ORGANIZATION OF THE COMMITTEE.

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THOMAS A. GREENE, Chairman.  
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STANDING COMMITTEES.

ON THE HIGH SCHOOL.—Greene, Howland Jr., Thomas, Gleason, D. C. Burt and Pitman.

NORTH GRAMMAR SCHOOLS.—Gleason, Thomas, Kempton and L. Wood.

SOUTH GRAMMAR SCHOOLS.—Howland Jr., Haffards, Pitman and H. T. Wood.

NORTH INTERMEDIAL SCHOOLS.—Hewins, Willcox, Staples and Chas. D. Burt.

SOUTH INTERMEDIAL SCHOOLS.—Wm. P. Howland, Howe, Seabury and Hathaway.

PRIMARY SCHOOLS.—Howe, Hewins, L. Wood and H. T. Wood.

COUNTRY SCHOOLS.—D. C. Burt, Kempton, Willcox and Staples.

NOMINATION OF TEACHERS.—Greene, Wm. P. Howland, Gleason, L. Wood, Haffards and Chas. D. Burt.

ON THE LIBRARY.—Greene, Howe and Seabury.

ON SCHOOL HOUSES.—North of Elm Street, Kempton. South of Elm Street, Haffards.

ON ADMISSIONS.—North of Elm Street, Hewins. South of Elm Street, Hathaway.

WILLIAM HOWE, Secretary.



1851—CITY DOCUMENT—No. 4.

REPORT

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD,

FOR THE YEAR

1850-'51.



NEW BEDFORD:
BENJAMIN LINDSEY, CITY PRINTER.
1851.

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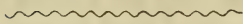
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R E P O R T .



The Municipal year 1850-'51 is drawing near to its close. The School Committee is reminded that another annual report will soon be expected at their hands, and they accordingly proceed to give, with some detail, an account of their services, and of the condition of the department entrusted to their charge, for the year ending with March, 1851.

OF THE SCHOOL PROPERTY.

To the school property some additions have been made, and others are in progress, since our report of last year. Soon after the organization of the present Board, application was made to the City Council for an appropriation to enable them to make certain improvements which had been suggested in that report, and which, as they thought, were much needed. After due examination and consultation, an appropriation of eight thousand dollars was made for these purposes as requested, but not in time to carry them all

into effect during that season. The school houses on Sixth and Maxfeld Streets have, however, been enlarged by an addition of 33 feet to the length of each, thus affording a more commodious school room on each floor of these houses, and *two* convenient class-rooms on each floor instead of a very contracted and inconvenient *one*. The cost of these improvements has been \$1,973.76.

For the further accommodation of the house on Sixth Street, the lot has been enlarged by the addition of 16 8-100 rods of land to the east end, extending it to Fifth street, at the cost of \$482.40; so that the lot now extends through from Sixth to Fifth street, fronting on both. Another lot of land, containing 20 rods, and lying on the South side of William street a little below Eighth street, has been purchased for two thousand dollars, on which it is intended immediately to erect a house to supply the place of that on Market Square. A lot of land on Elm street, lying west of and contiguous to the lot purchased in 1849, has also been procured by direction of the City Council, and annexed to the premises occupied by the High School house. It measures 22 808-1000 rods, and cost \$742.76. It is also proposed, in pursuance of the plan marked out last year, to lengthen the Grove school house during the next vacation, in the manner of those on Sixth and Maxfeld streets; an enlargement which the crowded state of the Grammar school in that house renders highly necessary.

With these improvements we shall probably be able to meet the requirements of the ensuing season; but,

with the present and prospective increase of the population of our city, it cannot be long before another Grammar school, in or near the Second Ward, will be wanted. Perhaps the erection of a new primary school house for the primary school kept on Maxfeld street, which will leave that house now enlarged to be used for the accommodation of schools of higher grade, will most conveniently and economically provide for this necessity. Of the wants of the country districts we shall have a word to say, when we come to report on the condition of the several schools.

Before leaving this part of our report, we have a word to say on one other topic—that of ventilation. After pretty thoroughly canvassing this subject, it has been entrusted to a committee of the board, with full power to introduce what appears to be the most improved method of ventilation into any of our school houses. This has already been done in the two houses which have recently been enlarged, and will shortly be extended to several other houses where the arrangements previously made for this purpose have proved insufficient. We are well aware that the air must be impure enough at best in a school room crowded with children, and it is our intention that all just cause of complaint on this account shall be removed.

SCHOOL EXAMINATIONS.

The primary duty of every school committee, that of visiting and examining the schools under their care, till some personal knowledge of their rank and character is obtained, has not been forgotten by the

present board. Beside the monthly visits of the chairman, which, with a few exceptions, have been continued through the year, the usual examinations at the end of each quarterly term, have been attended to by the other members of the committee, who have endeavored so to apportion this work among them, that no school should be neglected. At the recent examinations which were made at the close of the winter term in February, a somewhat novel plan of operation was adopted. A committee of two was appointed to each school, twenty-seven in number, the High school not being included, who were to examine the several schools assigned to them, and report in writing the present condition of each to the general committee. From these reports and other sources, but mainly from these reports, we now proceed to give an abstract of the condition and relative standing of the schools at the present time.

OF THE PRIMARY SCHOOLS.

The Primary school on Maxfeld street has continued under the care of Lydia L. Watkins, Principal, and Rebecca R. Lewis, assistant, through the entire year. This school having been reported as much smaller than usual during the winter term, it may be well to say here, once for all, that, owing to the general prevalence of measles and other diseases to which children are peculiarly subjected, and, most especially, of varioloid or small pox in the northern Wards of the city, the attendance on many of the

schools has been greatly interrupted through the winter. Only about sixty were present at this examination. The report is, that the teachers had been diligent and successful; that the scholars seemed active and interested; that the classes acquitted themselves with credit, and that the character given to this school in our last report is well sustained.

The Charles street Primary school has been taught by Anna M. Richmond, principal, and Mary A. Cranston and Martha K. Wilbour, assistants. A second assistant having been added last summer in consequence of the increased number of pupils. The Committee say of this school, that "for order, discipline and the advancement of the children in their studies, this school is a model of its class, and its former high standing has, we believe, during the last term been fully maintained." Harriet N. Butler continued to be the senior assistant in this school until the latter part of October, when she resigned, and Miss Wilbour was appointed.

The school on Market square has been taught through the year by Lydia G. Davenport, principal, and Sarah H. Hewins, assistant. The report states that the examination was satisfactory, and that they found a class in Arithmetic that any Intermedial school would be proud of. This school was represented in the report of last year as much improved, and it appears to have since sustained the reputation it had then acquired.

The school on Bush street has been under the care of Anna M. Bailey, its former well known principal, with E. M. and Lucy Manchester, successively, as

assistants. The visiting committee say, that although the school was not as large as at some previous examination, (for reasons which have been already assigned,) yet its former reputation as to the proficiency of its pupils was fully sustained.

The school on Griffin street has remained under the tuition of Anna R. Commerford, principal, and Mary R. Howe, assistant, since last year. The report states that it was found in a satisfactory condition, and it appears to continue to deserve the credit accorded to it in our former report.

The school on Sixth street continued in the care of Harriet N. Covell, principal, and Martha A. Shepherd, assistant, until the end of the fall term. At that time the latter resigned her place, and the school was left without an assistant till January, when Susan R. Nichols was appointed. The committee say, that, though the pupils are behind those of most of the primary schools in their proficiency, they regard the school as having made improvement during the year. Taking into account the interruptions to which this, in common with the other schools, has been subjected for causes already assigned, and adding to these the still greater annoyance of having the two schools in this house crowded into one uncomfortable room, for several weeks, while the carpenters were altering the house, the committee think we may reasonably expect, when all these impediments shall be removed, an advancement in this school that will satisfy the board. With the deportment of the new assistant, who has entered upon her duties since the house was re-occupied, they express themselves well pleased.

THE INTERMEDIAL SCHOOLS.

The Intermedial and Primary school at Acushnet Village, has continued in the charge of Jane Ann Severance, through the year. It will be observed that there are three schools of this description, viz: this at the Head of the River, and two in the suburbs of the city, in which the two grades are united in one school. The report of the Committee describes their examination with some minuteness, and particularly notices their favorable impressions of the moral exercises at the close, which they commend to the imitation of some of the other city schools. They conclude by congratulating the parents of the children that receive their instruction from so faithful a teacher.

The Hill Intermedial and Primary school on Linden street has been taught by Anna B. Shockley, principal, and Helen M. Gordon, assistant, through the year. The committee say, that they found the school in a very good condition, and think the teachers have labored faithfully for its advancement. It may therefore be reported as fully sustaining its former reputation.

The Intermedial school on Maxfeld street has been continued under the care of Eliza J. D. Shepard, principal, and Anna M. Harlow, assistant, since the last report. The committee say, the performances at the examinations were creditable to both scholars and teachers. The order of the school was excellent, the whole exhibiting a marked improvement in the character of this school over former years.

This and the school last mentioned have suffered great interruption from the varioloid, which prevailed during the winter in that section of the city. Since the enlargement of the house, at the opening of the spring term, a second assistant, Elizabeth H. Slocum, has been appointed to this school.

The school on Kempton street is under the direction of Mary B. Randall, principal, Avis Spooner and Clarissa S. Staples, assistants. The report of this school is very favorable. The committee examined nine classes, none of which they found occasion to mark below "respectable," while most of them were noted as "very good." The reading was especially commended for its intelligence and fluency, and the spelling was creditable. The general appearance and order of the school are also commended in this report, and the result must be pronounced to be a manifest improvement in the rank and character of this school during the year.

The school on Charles street has continued under the care of Clara D. Cory, principal, and Elizabeth P. Francis, assistant. The order of the school is reported to be good. The reading very good, and the spelling mostly correct. The examinations in Geography and Arithmetic, showing an accurate knowledge of these studies as far as they had proceeded, and all things giving good evidence that the school is well taught. We must say that this school maintains the high rank assigned to it last year.

The school on Market Square has been under the charge of Elizabeth Y. Allyn as principal during the year. Maria Russell was the assistant during the

former, and Harriet E. Pitman during the latter half of the year. The Committee say, that there is an improvement in the condition of this school when compared with former reports. The annoyances to which it has been subjected are to be escaped, we trust, as soon as a new and commodious house can conveniently be built on the lot recently procured on William street. The late principal has resigned her station, and another has commenced the duties of the present spring term.

The school on Bush street has been conducted by Mary T. Congdon, its long-established principal, and Mary E. Allen, assistant, during the past year. The report states that quite a thorough examination was made. The performances were satisfactory, sustaining the former reputation of the school; or, if failing to do so in any particular, it was in the spelling. They incline to believe however, that the apparent deficiency in this exercise was accidental, and not the true criterion of the attainment of this school.

The school on Sixth street has continued under the instruction of Rebecca G. Nye, principal, and Sarah Jane Babcock, assistant to the present time. The report says, the previous reputation of this school for discipline, good order, and, we will add, for punctuality in attendance, is fully sustained. The performances at this time did not, in their opinion, sustain the former reputation of the school. It has been through the year too large for the number of teachers provided for it. It must be remembered also, that, for the first month of the winter term, it was, with the Primary school from the same house,

uncomfortably packed into one room, the vestry of the meeting-house on Allen street, not sufficient for the separate accommodation of either of them.

They have now returned to occupy commodious and convenient rooms. A second assistant, Elizabeth Hitch, has been appointed since the examination, who is now fulfilling the duties of her appointment; and we confidently hope, that the next report will be able to say as much as has ever been said of the rank and standing of the Sixth street school.

The Grove Intermedial and Primary school has been taught by Susan T. Congdon, principal, and Betsey T. Wing, assistant. The report states the reading and spelling to be satisfactory. The Geography and Arithmetic of the first class very good, of the second class, indifferent. The order and quietness not so good as generally prevails in the schools of this class, leaving room for some improvement in these particulars.

THE GRAMMAR SCHOOLS.

The Acushnet Grammar school has been taught since May last by Elihu Norton. The report from this school is, that in Arithmetic, Geography and Grammar the performances were creditable; in reading not so good. The committee was pleased to find a small class engaged in History. The order of the school afforded some ground for complaint. There appeared to be more bustle and confusion than is consistent with a well disciplined school, or with a proper advancement in their studies. There is rea-

son to believe that some improvement has been made in these respects during the winter term, and that in the future more may be expected.

The Hill Grammar school, which has been continued through the year under the care of Benjamin Evans, principal, and Elizabeth Covington and Clara E. Thornton, assistants, was not examined by the Committee. A severe domestic affliction, the loss of an only child of the principal, which occurred after a protracted illness, caused a suspension of the school during the last week of the term, and thus prevented their visit. We, however, feel warranted in saying, that, although this event, combined with the other causes before mentioned as operating unfavorably upon this section of the city, have interrupted the progress of this school during the winter term, yet these have been only temporary impediments, leaving the general reputation of the school as high as at any former period.

The Grammar school for girls on Charles street was conducted by Anna L. Bourne, principal, and Martha E. Keith and Jane M. Gould, assistants, to the end of the fall term. Miss Keith was compelled by ill health to resign her situation at that time, and Hannah B. Robinson has succeeded to her place. The report says, the school was orderly and quiet, showing that wholesome and efficient government was maintained. The recitations in Arithmetic were very good. The Geography, Grammar and Reading, not so good. Neat specimens of Maps drawn by the scholars were exhibited. The Spelling generally correct. The conclusion is that the school is

in good condition, though perhaps not so good in all respects as it appeared at some previous examinations. In regard to the comparative rank of the school at this time, it should be mentioned, that it furnished a very large number of the candidates for admission to the High School at the examination in December, and they were all admitted. The attendance on this school is large, and the services of another assistant much needed, if arrangements can be made to accommodate one.

The Boys' Grammar school on Middle street, is taught by Luther L. Smith, principal, and L. K. Deane, Cornelia G. Baker, Sarah E. Blake and Mary F. Underwood, assistants. W. R. Howes officiated as principal until September last, when he was removed, and the present principal appointed. Patience Potter continued to act as an assistant until her resignation in December, when Miss Underwood received the appointment. The Committee report the exercises in Arithmetic generally fair; those in Geography, very good; in Grammar, good with a few exceptions; in Reading and Spelling, not so good. The order of the school, very good. The abrupt change of the principal, which was deemed necessary in September last, had for a time a very injurious effect on the progress of the school. But, under the firm and discreet management of the present principal, it has gradually been restored to its former good order, and has exhibited in the performances at this time a manifest improvement over those of the preceding year.

The Boys' school on Bush street, was visited by

the same Committee. It is conducted by Alonzo H. Harlow, principal, and Mary Ann Crapo and Sarah D. Ottiwell, assistants. The report says, the exercises in Arithmetic and Geography were fair ; in Reading and Spelling, good, or else fair ; in Grammar, very good or very fair ; the class in History, good ; in Physiology, very fair. The order of the school was very good, with a few exceptions, and its general character improving. The teachers in both schools appeared interested in their classes, and harmony prevailed among them.

In the Girls' Grammar school on Bush street, there has been no change of teachers. Sybil W. Collins continues to be the principal, Sarah C. Davenport and Mary G. Washburn, the assistants. This and the Grove school were examined by the same Committee. They commenced by giving seven written questions to the first class in arithmetic. This method, though it has been practised for several years at the High school, both in the examination of classes and of candidates for admission, was now for the first time introduced to the Grammar schools. They were allowed the forenoon to prepare their answers. The result, fifty-seven per cent. of error, was greater than had been anticipated. The second and third classes were examined orally. The second passed a very good examination ; the third, not so well. In geography the school is considered as standing well. A written exercise in grammar was also given. In answering the questions, the errors were 20 per cent ; in parsing, 37 per cent. The reading was pronounced as a whole very good. The class in history

appeared well. In spelling on their slates twenty words dictated to them, *thirty-five* scholars committed 123 mistakes in 700 words, making 17 1-2 per cent. of error. *Conscience, Believe, Massachusetts*, are specimens of the words given. Although the performances in arithmetic and grammar did not meet their expectations founded upon the former reputation of this school, the Committee say in closing their report, "it is confidently believed that the teachers have never labored more faithfully than during the past term, and that the methods of teaching pursued are judicious, and well calculated to interest the pupils in their studies. The school is still to be regarded as an excellent one."

"The discipline of the school is mild, but seemingly efficient. Among the efforts made to render the school a pleasant place, and as a sign of co-operative interest on the part of the children, it may be stated, that the contributions of the principal and scholars have furnished and placed in the room a cabinet of shells, which many of our academies would envy. Surely every thing that tends to awaken a love of the beautiful in nature in the minds of the young, should be welcomed as purifying the sentiments, and refining the tastes, and opening fresh sources of innocent and never-fading pleasures in the pathway of their future life."

The Grove Grammar School continues under the care of Ebenezer Hervey, principal, and Rebecca H. Thompson, assistant. The same written questions in Arithmetic and Grammar were given to the first and second classes in this school. The result in

Arithmetic was nearly equal, in Grammar, not so good as at the other school. Oral examinations of of the 3d and 4th classes in arithmetic were very good, of the 5th class, fair. The third class in Geography is marked, very good indeed—the fourth class, good. The classes in reading, generally very good; that of the first class not surpassed in any of our grammar schools. Unusual care appears to have been taken, both by principal and assistant, to instruct the pupil in the meaning of words and phrases, and it is an exercise which should be emphatically commended. The class in Physiology was an excellent one. In spelling the percentage of errors exceeded that at the Bush street school, but then it should be considered that a much larger proportion of the school participated in the exercise. The greatest relative deficiency in this school was in Grammar. The written exercises generally deserve commendation for the neatness of their penmanship. The report concludes as follows:

“ This closes the report of studies; but it would hardly be right to omit a general remark or two concerning the character of the school, in other respects most vitally affecting its well being and the individual character of the scholars. It may be known to the board that the standing of this school as to punctuality has been remarkably high, and it still maintains this excellence. During the entire last week not a single case of absence for a whole half-day had occurred. The labors of the principal with his pupils, and his patient expostulations with parents, have done much to effect this. The discipline of the school has

also been maintained without the frequent necessity of a resort to harsher punishments. It was stated by the assistant that corporal punishment had been but once inflicted in her department during the term; and it is probable that the Principal has found very few occasions requiring its use. It is confidently believed, that the teachers are unwearied in their efforts to train up the children committed to their care to that "good behavior," which our laws require to be taught, and which is a phrase of most wide significance, embracing both morals and manners. It may safely be said, that there is not a school in our city to which a parent may send his child, with more confidence, that his character and habits will be watched over conscientiously, and the kindly affections cherished, than to this.

THE COUNTRY SCHOOLS.

The North school has remained under the care of Elizabeth P. King, through the year. The committee say they have never found it in better condition than at present. The attendance was good, every seat being filled, and some of the desks intended for two, had three occupants. Nearly every class was examined, including a small one in the study of history. Miss King had been absent from school during the last six weeks, on account of ill health, her sister Dorothy having very satisfactorily supplied her place. The committee think the time has arrived when a larger lot should be procured, and a new school

house erected, the present one being much out of repair, and nearly worn out.

The school at Perry's Neck continues under the care of Catherine Webb. It has increased in size with the increasing population of the neighborhood, till it has almost lost its distinctive mark as the smallest of our public schools. The attendance of a few large scholars during the winter, quite an unusual occurrence here, has also given a new feature to the character and appearance of this school. A very kind feeling appeared to prevail between the teacher and scholars, and we think the present condition of the school is as favorable as could well be expected under this change of circumstances.

The school at Haskins' corner continues to be conducted by Jane P. King. The report states the attendance and general deportment of the scholars to be very good. The exercises in geography and grammar, good. The reading improved, the arithmetic sustained since the former report. The school therefore is in a thriving condition, and is one that it is a pleasure to visit. The lot on which the house stands is quite too small, and should be enlarged, or exchanged for a better, as soon as a suitable one can be procured on reasonable terms.

Of the school at Cannonville we cannot speak so encouragingly. It was taught, during the first three terms of the year embraced in this report, by Elizabeth Thomas, and we flattered ourselves was in an improving state. The examination in November seemed to give evidence of this, and had our report been made at that period it would have been a more

favorable one. She declined to remain longer at his school and Margaret P. White has been appointed to her place. The Committee say that the school did not appear so well at the recent examination as at the former one; that the labors of the present teacher, though well directed, are not appreciated or favorably received by a portion of the parents. We can see no sufficient reason for this. The present Principal has acquired the reputation of a skilful teacher in a neighboring town, and the Committee know no cause for dissatisfaction. The new term has opened under better auspices, though with diminished numbers in consequence of the withdrawal of some of the scholars; a better spirit appears to influence those now in attendance, and we hope a right feeling toward the school and its teacher will soon again prevail through the neighborhood for whose benefit they have been provided.

The School on Clark's Point continued under the successful management of Hannah B. Robinson until December, when, at her request, she was removed into the city. Elizabeth Thomas has since occupied the place. The report from this school is, that the reading and spelling were generally good. The arithmetic was also very good. There were one or two scholars who had advanced in their studies beyond what is usual in our grammar schools, and who acquitted themselves with much credit. For want of sufficient time the school was not examined in geography or grammar, but we have had favorable reports in these branches of study from former examinations. The order of the school was very good.

HIGH SCHOOL.

This school remains under the care of the same teachers as last year. John F. Emerson is the Principal—Onslow Hemenway, Anna Webb and Eliza H. Tobey are the assistants. At the semi-annual examination in June, or rather in May last, on account of the absence of some of the committee on this school from the city, the exercises were conducted by one member only. They were, after the usual manner, partly written and partly oral, but more limited in time, and consequently in variety and extent, than had been customary on these occasions. The written exercises were afterwards examined, reported and commented on to the school, early in the succeeding term. We have in some former years occupied the pages of the annual report with a full and detailed account of the result of these examinations. We will content ourselves on this occasion with an extract from the concluding general remarks of the examiner :

“ The order and discipline of the school seemed to be excellent, and the quiet of one hundred and fifty scholars in one room somewhat noticeable. The teachers seem to have been generally successful in winning the attachment of the children, and we were informed that but very few grave offences had occurred. The register exhibited a very high percentage of attendance on the boys' side. The attendance of the young ladies continues to be so much below as to occasion the Principal no little trouble. On the first day of the examination every boy was present,

while in the morning about a dozen of the girls were absent."

The examination in December was continued for three days. Every member of the sub-committee was present during some part of the time, and two of them were present nearly the whole time. Nine written exercises were performed by the several classes. Three of these—one in Arithmetic, one in Algebra and one in Geometry, were by the first class. Two, one in Algebra and one in Astronomy, by the second class. One each in Algebra by the third and fourth classes, and one each in Arithmetic by the fifth and sixth classes. It may be sufficient to say that these exercises as a whole would not detract from the general character of the school. Those of the sixth class were decidedly better than has usually been obtained from the lowest class, while the register of the school bore testimony that the general deportment of that class during their first term had been alike exemplary. An oral examination of the fourth class in Natural Philosophy was very satisfactory. There was one of the fifth class in Physiology, and others in reading and grammar from all the classes. In spelling on the slate from dictation, more mistakes were made by some of the younger classes than we could have desired. The declamation of the last day, though fair, was not equal to that of some former occasions; while the compositions which were read would stand somewhat better in the comparison.

At the examination of the candidates for admission to this school in June last, which was conducted in

the usual manner by written questions in Geography, Arithmetic and Grammar given alike to every applicant, seventy-eight candidates were examined, the largest number ever presented, of whom fifty-two were admitted. In December there were fifty-one applicants, of whom forty were admitted.

With the purpose of elevating the scholarship and character of the school and extending the sphere of its usefulness, it was decided by the Committee in December last, after deliberate consideration, to permit such of the members of that and of future graduating classes as should desire it, to pursue their studies another year in this school. The privilege was also extended to any of the members of former classes, and others, who, on examination by the committee of this school, should be considered qualified to join this class. Accordingly, ten of the fourteen members of the graduating class elected to remain and continue their studies. They have been joined by four members of preceding classes, making a seventh and more advanced class of fourteen members, who are now a component part of this school. The Latin language, Chemistry, Intellectual Philosophy, and a course of reading in Milton's Paradise, with critical and grammatical analysis, constitute their present course of studies. To meet this arrangement the necessary text books have been selected, as will appear in another part of this report.

In connection with this decision there was another made by the committee, viz: that the standard of qualification requisite for admission to the High School should be raised. This has been done with

reference not to the improvement of this school solely, but quite as much to the advancement of the studies and character of the grammar schools, from which most of the scholars admitted to this school are received, and in which the great majority of our children finish their school education. The plan embraces a revised course of studies for this school, for the entire four years; contemplating, not only a considerable advancement in the branches hitherto pursued, but also the introduction of several new studies, such as Logic and Intellectual Philosophy, Political Economy and the Constitution of the United States, Physical Geography, Chemistry and Botany, which heretofore have not been required, though some of them may have been occasionally introduced in addition to the regular course. It also proposes a division of the school into two departments—an English and a Classical, the latter to include, with a portion of the course of the former, the Latin and Greek languages. These also may be attended to by any of the members of the English department, as far as their time will permit. The French language as an optional study may be added to either course. That this change may be a gradual one, and not fall too much by surprise upon the future candidates or the teachers who are preparing them, an acquaintance with the history of our own country previous to the declaration of independence, and with Greenleaf's Introduction to the National Arithmetic as far as square root inclusive, will be the only new tests required at the next examination.

With this increase in the number of scholars, of

studies and of classes, for there will be eight classes in June, it must be very evident that the present corps of teachers, who had already quite enough to do, will be inadequate to discharge properly all the duties, old and new, which will henceforth be required. The committee have accordingly determined that another female teacher shall be appointed. They hope to procure some lady of experience and established reputation as a teacher, competent to preside over the female department when separated from the eye of the principal, and impart such counsel and instruction as the various pupils of her own sex may especially require, to mould their manners, to form their characters, and prepare them for the approaching duties of maturer life.

As this step is to be regarded as an important one, due time will be taken for consultation and enquiry, before the selection shall be made. In the mean time, as a preparatory measure, the general school room has been divided by a partition into two rooms, with two connecting doors, so that the school may at any time be addressed as a whole, or each sex may be seen separately in its own room, as convenience or occasion may require. This partition, it being regarded in the nature of an experiment, is made with boards only, tongued and grooved, and may be easily removed, if, after trial, it should not be approved.

STATISTICS OF THE SCHOOLS.

The number of the public schools, twenty-eight, remains unchanged. The number of teachers has been *sixty*. *Seven* of these are males and *fifty-three*

are females. Two new assistants just appointed will increase the number to *sixty-two*. When the new assistant for the High school shall be selected, there will be *sixty-three*. The whole number of scholars received into all the schools during the year, was—for the spring term, 2,946 ; for the summer term, 2,908 ; for the autumn, 2,962 ; for the winter, 2,901. The average number belonging to the schools was, for the spring term, 2,564 ; for the summer, 2,528 ; for the autumn, 2,505 ; and for the winter, 2,458. The average attendance for the spring term has been 2119 ; for the summer, 2185 ; for the autumn, 2198 ; and for the winter, 2,129. The per centage of attendance in all the schools for the year has been 85-3 per cent, differing only four-tenths of one per cent. from the estimate of last year, which was 86-2.

The number of children between the ages of *five* and *fifteen* in the city in May last, was *three thousand two hundred and nine*. The whole number over fifteen years of age attending school has been 166 ; under five years, 255. The number of private schools in the city, including the Friends' Academy, is 23. The estimated number of children attending them is 662.

EVENING SCHOOLS FOR ADULTS.

These schools were opened on the first of November, and have continued to the present time. They are taught as last year, in the basement of the High school house, on alternate evenings, thus allowing three evenings in the week to each school. The school for males has been under the care of Ebene-

zer Hervey, principal, and Joseph B. Scotchler, assistant. That for females has been taught by J. S. Cornish for principal, and Mary T. Congdon and Rebecca H. Thompson, assistants. They have both been better attended than during the second year, but not so well attended as they were the first year. The number entered in the school for males has been 85, but several of these have presented themselves for a few evenings only. The greatest number attending on any one evening has been *forty-one*; the smallest number, *ten*; the average about *twenty-five*. The majority of those who attend the school for males are colored persons, and the alarm and anxiety which have been the unhappy lot of this people in consequence of the enactment of the Fugitive Slave Law, have greatly interrupted the successful operation of this school. The few who have attended constantly have made good progress.

The number entered at the school for females has been 120. The greatest number present at one time has been *eighty-four*. The smallest number, except on one very stormy evening, has been *twenty*. The average attendance has been *forty-nine*. Several have been present a very few evenings only, and some only once or twice. From twenty-five to thirty have been very regular in attendance, being rarely absent, and never without sufficient excuse. These have accordingly derived the greatest benefit from the school. In a few instances only, voluntary assistance has been offered, so that the committee deemed it necessary to provide three permanent teachers for the school for females. Though the school has been

much more irregular than could be desired, we think more has been accomplished this year than the last, and we feel a satisfaction in believing that the labor has by no means been bestowed in vain.

GRADATION OF THE SCHOOLS.

The present classification of our schools was adopted in 1843. It commended itself at once to the favor of the committee and the public, and has continued for eight years without alteration. But is it not time to inquire if this system will not admit of some improvement? The transferring of the scholar from each grade of school to the next higher is dependent, in all cases except that of admission to the High school, upon the attainment of a certain age, and upon that alone. At seven he will enter the intermedial school, and at ten he is to enter the grammar school, however deficient his acquirements may be. Not only is the higher school crowded in this way, by the admission of many whose proficiency would not entitle them to enter it, and thus the very purpose of a proper classification is in a measure frustrated, but the inducement which should be offered to the lagging children of the lower school, to strive for a higher attainment, is withheld from them; for they know, that whether they be idle or diligent it matters not, when the appointed time shall arrive, their removal to the higher school will be effected. True, we have sometimes taken the responsibility of departing from this rule in extreme cases, or where compelled to it by want of room in

the upper school, but these have been special exceptions, or rather violations of the established rule. It would not probably be advisable to alter the minimum of age at which this transfer of scholars from one grade of school to the next higher should be made ; but might there not be required in addition, a certain amount of proficiency in their studies, without which the transfer should not at any age be made ? The pupil thus finding that his promotion at every stage of advancement depended, in part if not entirely, upon his own exertions, that by gross negligence he would be sure to forfeit the privilege and be left behind his associates, his ambition would be roused to the struggle, and a lesson of self-reliance inculcated, both of which are, oftentimes, greatly needed. The only valid objection to such a course is the consideration, that boys over ten years of age, and these boys often of a class the most difficult to govern, would be retained under the charge of female teachers ; for they who are the most backward in their studies are exceedingly prone to be of this description. This objection might be obviated by setting apart a school provided with a suitable teacher for the special training of such scholars. It would become a sort of hospital for incurables, or at least of those who had been found very hard to cure, for only such we think would be likely to remain long in it. This matter has claimed, and must continue to claim the earnest attention of this Board, 'till the difficulty shall be removed ; for the schools of no grade should be burthened, beyond their appropriate sphere of duties, with the instruction of those pu-

pils who have never been properly qualified to enter them.

TRUANCY AND NON-ATTENDANCE.

But the greatest obstacle to the successful operation of our system of public instruction continues to be found in the truancy, and, in too many cases, the entire absence from the schools of the children who are of proper age to attend them. Our records of the daily attendance are still kept in all the schools as carefully as in former years, though we have omitted to prepare an abstract from them to be incorporated in this report. By the table which is appended to the report of the Secretary of the Board of Education for the present year, it appears that New Bedford ranks only as the *two hundred and sixth*, of the *three hundred and sixteen* cities and towns of which the State is constituted, in the proportion which the average attendance of its children in the public schools bears to the whole number of children between the ages of five and fifteen within its limits. This is bad enough, though it is relatively better than in the corresponding tables of some previous reports. But in these comparisons between the different towns, there are some considerations which are liable to be overlooked, yet should not be forgotten, in estimating the facilities and amount of instruction that they respectively afford. The small towns have few or no private schools. Their children must go to the public schools or to none. Hence these will have an apparent advantage in the comparison. In this table

for instance, in each of the adjacent counties of Norfolk, Plymouth and Barnstable, the smallest town in the county stands highest in this particular; and in our own county, it is the smallest town except two that stands highest, among the nineteen of which the county is composed. And it is much the same throughout the Commonwealth; while the cities of Boston and Salem, with their liberal provision for the support of public schools, stand even below New Bedford in this table. From the large towns also a much greater proportion of the children are sent away from home to attend boarding schools, thus diminishing the number attending the public schools, and bringing down their average in this estimate. In instituting a comparison, therefore, to ascertain the relative number of children that receive instruction in the several towns, we should add to the list the four or five or six hundred that are taught in private schools in New Bedford or any other of our large cities, saying nothing of all those who are sent abroad to be instructed. The tables of the Secretary are rightly adapted to their purpose, that of showing the relative number attending the public schools only. Nor do we take issue with him on his position, that it would be better to relinquish the private schools and let the energies of all be united in the support and elevation of the public schools. All this we may concede. It is to the inference which, without careful discrimination, may' be drawn from these tables, that Boston, Salem and New Bedford are behind the majority of towns in the Commonwealth in the relative number of their children which

attend any school, and to that alone, that we object.

To return to the point from which we have digressed. It will be admitted, and is much to be regretted, that there is a class of children in all our large cities and towns, quite too numerous in most of them, whom it is very difficult to bring under school discipline or school instruction, and who are fast growing up to a life of idleness, and vice, and crime. An act of the Legislature of 1850, "concerning truant children, and absentees from school," has made some stringent provisions for the management of such children, in all cities and towns which shall adopt the act, by the appointment of proper officers to make complaints as therein provided. The city of Boston has already adopted this act, by making the necessary provision for its being carried into effect; and we would respectfully recommend it to the notice and attention of the members of our own City Council.

TEXT BOOKS.

To the list of text books authorized to be used in the schools, some additions have been made since the subject was noticed in our report two years ago. Abbott's edition of Abercrombie's Intellectual Philosophy, Johnston's Turner's Chemistry, Andrews' and Stoddard's Latin Grammar and Reader, and Hall's Literary Reader have been adopted for the High school. Tower's Second Class Reader or Fourth Book, and Hall's Manual of Morals will be used henceforth in the Grammar schools, and Willard's History of the United States, for the present, in both.

Some further selections have yet to be made for the use of the class which will remain another year in the High school, including the new studies which are to be introduced there.

LIBRARY AND APPARATUS.

The Library has been opened weekly to the scholars, and continues to be used freely by many of them as heretofore. Few books have been added during the year, as the present number has been thought sufficiently large for convenient use. They are, however, undergoing pretty hard service, and many of them will soon require to be replaced with new copies or new books, which will afford an opportunity for using the unexpended balance of the Library fund. The room which it occupies has been, for several months applied exclusively to this purpose, the meetings of the committee having been held during the winter in the chamber of the Common Council, with the consent of that board.

A very small amount has been expended for maps or apparatus during the year, although the usual appropriation of three hundred dollars was made last spring for that purpose. We trust this appropriation will be continued annually, till a complete suite of apparatus for the High school, and an ample supply of maps and diagrams for the other schools shall be provided. It is probable that it will all be wanted for the coming year.

SCHOOL FINANCES.

We received last autumn, from the school committee of Fairhaven, the sum of eighty dollars, as two years' compensation, nothing having been received in 1849, for the instruction of the children belonging to that town, who reside in the immediate vicinity of the North school, and have attended it for several years. They usually constitute from one-fourth to one-third of the children who attend that school. The money was paid to the City Treasurer, and placed by him to the credit of the school department.

The report of the Finance Committee of the City Council exhibits the state of the funds of this department as follows.

It is credited with :

Balance of former account,	\$5,323 06
Annual Appropriation for 1850,	
	21,500 00
Amount received from State	
School fund,	616 60
" " from Fairhaven,	80 00
" " for books from	
taxes,	88 97
	\$27,608 63

And it is charged with :

Teachers' Salaries,	\$16,001 18
School Committee's services,	530 00
	\$16,531 18

Amount brought forward,	\$16,531 18	
School books and stationery for		
the schools,	501 88	
Stoves, pipe and repairing,	265 36	
Fuel,	785 52	
Librarian—six months' compen-		
sation,	25 00	
Repairs and alteration of build-		
ings,	2,565 38	
Cost of three lots of land,	3,225 16	
Cleaning, making fires, &c.,	405 43	
Incidentals,	687 24	
Balance to new account,	2,616 48	
		\$27,608 63

Since these accounts were closed, bills have been allowed by this committee amounting to \$1,067 01.

This will reduce the balance above stated to \$1,549 47. But it must be recollected, that the eight thousand dollars voted by the City Council for the purchase of land and erection of buildings has not yet been received and placed to the credit of this department. The cost of the three lots of land, after deducting therefrom the unexpended balance of the appraisal of the old school-house lot on William street, which can be rightfully applied to this use,—and the whole or a part of the cost of enlarging the houses will be chargeable to the account of that appropriation. This will accordingly increase the existing balance in our favor to an amount amply sufficient, after deducting from it the unexpended balance of

the Library fund, to meet all the demands against this department prior to the first of June, which will be the end of the school year.

We have endeavored to state, to the best of our knowledge, and with as much brevity as the importance of the subject would permit, the present condition of the schools, together with their immediate, and some of their prospective wants, as we apprehend them; and here we close this report, again commending to our fellow citizens the sacred cause of public education, and soliciting their unabated interest in the welfare of the generation which is to come after them, and which will so soon succeed to their places.

Respectfully submitted,

For the Committee.

THOS. A. GREENE, Chairman.

NEW BEDFORD, 3d mo. 28th, 1851.

Correspondence, Resolutions, &c., in relation to the resignation of THOS. A. GREENE and GEO. HOWLAND, Jr., as members of the School Committee.

IN BOARD OF SCHOOL COMMITTEE,

MARCH 28, 1851.

CHARLES HAFFARDS, from the Sub-Committee appointed at the last meeting, reported the following resolution :

“WHEREAS the official relation which has existed between the School Committee and our present Chairman for the last seven years, is now about to

terminate, this Board desire to express their high sense of the integrity, impartiality and fidelity with which, during his long period of continued service, he has fulfilled the important duties which have devolved upon him as general superintendent of our schools, and of the undeviating courtesy with which he has presided over our deliberations, and also their confident belief, that in his retirement from the station he will carry with him the best wishes of all who have been here associated with him, and the grateful remembrances of those in any way connected with the educational interests of our city."

On motion of HORATIO A. KEMPTON, it was

Voted, That this Board would also take this occasion to express their sense of the valuable services of GEORGE HOWLAND, JR., as a member of this Committee for the last eight years, believing that the large amount of time devoted, and of labor performed by him for the benefit of our Schools, demand this mark of respect from his associates on the occasion of his retirement from the Committee.

At the same time the following communication was received :

NEW BEDFORD, 3d mo. 27, 1851.

WM. HOWE, Esq.,

Secretary of the N. B. School Committee.

DEAR SIR :

At a meeting of the School Teachers of this city,

the following sentiments were fully expressed, with a wish to lay this communication before your Board, for such action as you may deem proper.

TO THOMAS A. GREENE and GEORGE HOWLAND, Jr.,
members of the N. B. School Committee.

GENTLEMEN :

The undersigned, in behalf of the public school teachers of this city, take this method of expressing their regret that you are about to resign your membership in the N. B. School Committee, the duties of which you have so long performed with such ability and success. Permit us, gentlemen, as you are about to retire from your office, to thank you for the very valuable service you have rendered us as Teachers by your full co-operation in, and kind encouragement of all our labors.

We wish you to receive this as a testimonial of our sincere friendship and esteem.

JOHN F. EMERSON, Chairman.

A. H. HARLOW, Secretary.

It was then

Voted, That the foregoing Resolution and Communication be accepted, placed upon the Records of the School Committee, and that the whole be printed in connection with the Annual Report.

WILLIAM HOWE, Secretary.

SCHOOL COMMITTEE FOR

1851.

WARD No. 1.—LINEAS WOOD,
“ “ CALVIN STAPLES,
“ “ DANIEL C. BURT.

WARD No. 2.—HORATIO A. KEMPTON,
“ “ HENRY R. WILCOX,
“ “ CHARLES D. BURT.

WARD No. 3.—LUTHER G. HEWINS,
“ “ AMASA L. GLEASON,
“ “ WILLIAM G. WHITE.

WARD No. 4.—ROBERT C. PITMAN,
“ “ CHARLES HAFFARDS,
“ “ ALEXANDER H. SEABURY.

WARD No. 5.—OLIVER PRESCOT,
“ “ JOSHUA C. STONE,
“ “ WILLIAM HOWE.

WARD No. 6.—WILLIAM PENN HOWLAND.
“ “ HENRY T. WOOD,
“ “ BRADFORD G. HATHEWAY.

ORGANIZATION OF THE COMMITTEE.

AMASA L. GLEASON, Chairman.

STANDING COMMITTEES.

ON THE HIGH SCHOOL.—Gleason, D. C. Burt, Pitman, Prescott, Howland and Stone.

NORTH GRAMMAR SCHOOLS.—Prescott, L. Wood, Hewins and C. D. Burt.

SOUTH GRAMMAR SCHOOLS.—Pitman, H. T. Wood, Howland and Seabury.

NORTH INTERMEDIAL SCHOOLS.—Hewins, Willcox, Staples and White.

SOUTH INTERMEDIAL SCHOOLS.—Haffards, H. T. Wood, Howe and Hatheway.

PRIMARY SCHOOLS.—Howe, Kempton, Wilcox, and Seabury.

COUNTRY SCHOOLS.—D. C. Burt, Kempton, Staples and White.

NOMINATION OF TEACHERS.—Gleason, L. Wood, Haffards, Chas. D. Burt, Prescott and Stone.

ON THE LIBRARY.—Gleason, Howe, Pitman and Hatheway.

ON SCHOOL HOUSES.—North of Elm Street, Kempton. South of Elm Street, Haffards.

ON ADMISSIONS.—North of Elm Street, Hewins. South of Elm Street, Hatheway.

WILLIAM HOWE, Secretary.

1853---City Document---No. 4.

R E P O R T

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD,

FOR THE YEAR

1852-53.



NEW BEDFORD:

BENJAMIN LINDSEY, CITY PRINTER.

1853.



R E P O R T .

THE SCHOOL COMMITTEE of the City of New Bedford for the Municipal year, which is just closing, respectfully submit the following Report :

Avoiding, as far as may be, unimportant and tedious details, the Committee at the same time desire to present a Report of the condition of the schools under their supervision, sufficiently extended and minute to give such just, precise and adequate information as the public mind desires, and the true interests of the schools require.

It may not be possible to execute the plan designed without seeming to the general reader to dwell in some particulars, more at length, than the subject matter requires or authorizes. But it must be borne in mind, that though generalization alone would make a more readable report, yet no satisfactory information would be thus afforded to those, whose interest is centred in particular schools, nor to those,

who, with higher views, are interested in every thing that relates to the progress of education, and who would very much prefer to examine the facts and statistics, and generalize for themselves; nor, lastly, to those who, in rotation of office, will succeed the present Board, and to whom especially a detailed report, rendered just previous to their accession, is of no trifling advantage, as indicating in which direction there is most need of their endeavors.

Being thus impressed with the value and importance, both to the community and the schools, of thorough and carefully prepared reports, the Committee cannot refrain from regretting, that the time, assigned at present for the preparation of the Annual Report, is so utterly insufficient and inadequate to its satisfactory accomplishment. Under the existing regulations of the Board the principal examination during the year of all the schools, but the High School, is made at the end of the winter term, that is, about the last of February. It is not, therefore, until the various reports of the Sub-Committees upon the examinations are made, presented to and accepted by the Board, (which ordinarily is not entirely done before the middle of March) that the Annual Report can be undertaken. Between the middle of March, therefore, and the first Monday of April, (when the new Board is organized) time must be found to prepare the report and present it for the acceptance of the Board. The insufficiency of time will be more apparent, and more fully appreciated, when it is considered that the engagements of the private daily business of all the Committee, as at

present constituted, during the time allotted, require their customary attention, and consequently postpone the labor of the Report to leisure intervals. The same embarrassment was experienced in the preparation of the last Annual Report. The work was so hurried, that the proof even was not thoroughly examined. In this Sonnection, therefore, the committee urgently recommend, that the principal examination of the schools shall be made at an earlier period of the year than at present, even though it may be necessary, in justice to the schools, to go as far back as the end of the fall term. Another reason for the change is, that the examination, as now arranged, does injustice to all the Grammar Schools, inasmuch as it is made within a short time after the best scholars in each school have been drafted into the High School. The change of time proposed would remedy this, and give the Grammar Schools their just credit.

Much time has been devoted during the year by the various members of the Committee to visiting the public schools; especially by the Chairman, whose visits have been more numerous and frequent even than the exacting regulations of the Board require. Of course, his visits have been general; those of the other members of the Committee have been mainly confined to the schools, which were assigned to them at the commencement of the municipal year.

The examination of teachers has been a very prominent matter of interest, and one upon which the Committee have felt they could not expend too much attention and care. It is obvious that upon

the character and acquirements of the teachers vitally depends the success of our school establishment. The Committee recognize and are deeply sensible of their responsibilities in this behalf, and believe they cannot be charged with having slighted their duty. By strict and faithful examination of applicants for situations as teachers, the Committee have sought to elevate the standard of the qualifications of teachers; not that they have dealt in this respect with heavy hands, and made unreasonable exactions, but that they have been moved and guided by the firm and settled conviction, that however satisfactory the past history of our schools generally may have been, and notwithstanding their improvement in years past may have kept equal pace with the progress of public sentiment upon the subject of education, there must be constantly continuing improvement to satisfy that growing sentiment in the community. The appropriations of this city for educational purposes are exceedingly liberal, and the public have a right to expect and demand that their school system shall not be inferior in its operations and results to any in the Commonwealth. A good teacher does not alone constitute a good school, but he is an absolutely essential and the predominating element.

With no feeling of exclusiveness, the Committee have sought the best teachers they could find for their money, come from wheresoever they might. All things being *equal*, it has been their disposition to give the daughters of our own city the preference, but not otherwise. Duty in this respect forbids a partial policy. It has been the custom latterly to

give notice through the newspapers of the time and place of examinations for teachers, and those meetings of the Committee have been largely attended by persons residing in the city of New Bedford, and elsewhere. Some of the most successful and valued teachers in our school service are from abroad.

The Committee are gratified in being able to represent the general condition of the schools as sound and healthy. In some instances, marked improvement has rewarded efficient, well directed and sustained effort. But though as a whole the condition of the schools is a subject of congratulation and pride, it would be injustice to award indiscriminate praise. It is not to be withheld or concealed, that the Committee have not found entire and uniform satisfaction. It is their duty to disclose the fact that in some of the schools, so much has not been accomplished, as the Committee had a right in reason to expect: that, in some instances, they do not feel there has been exhibited that degree of active interest and patient effort on the part of the teachers, which is necessary even to prevent retrogression. The Committee would not be understood as asserting emphatically, that any number of schools within their supervision have absolutely retrograded during the past year; they deem it a sufficient reproach to say, that some have not advanced; for none of our schools have as yet attained that eminent standing, when to maintain them as they are is a sufficient triumph.

In the next succeeding pages are enumerated all the public schools of the city, together with the pre-

sent teachers, average and per centage of attendance of the respective schools during the past year.

HIGH SCHOOL.

<i>Male Department.</i>	av.	att.	per. cent.
JOHN F. EMERSON, Principal.	54		95
ONSLow HEMENWAY, Assistant.			

Female Department.

ANNE MITCHELL, Principal.	83		88
ANNA WEBB, Assistant.			
ELIZA H. TOBEY, Assistant.			

HILL GRAMMAR SCHOOL.

IVORY S. CORNISH, Principal.	89		86
ABBY S. TOBEY, First Assistant.			
HARRIET P. CUSHMAN, Second Assistant.			

CHARLES STREET GRAMMAR SCHOOL.

CLARA E. THORNTON, Principal.	121		89
MARY A. CRAPO, First Assistant			
JANE M. GOULD, Second Assistant.			
SARAH B. WOODS, Third Assistant.			

MIDDLE STREET GRAMMAR SCHOOL.

BENJAMIN EVANS, Principal.			
REBECCA H. WOODWARD, First Assistant.			
MARY A. UNDERWOOD, Second Assistant.	150		91
JULIA E. NORTON, Third Assistant.			
ELIZA C. LEWIS, Fourth Assistant.			

BUSH STREET BOYS' GRAMMAR SCHOOL.

SYLVANDER HUTCHINSON, Principal.	av. att.	per cent.
JULIA A. M. CLARK, First Assistant.	94	89
MARY E. SAVORY, Second Assistant.		

BUSH STREET GIRLS' GRAMMAR SCHOOL.

HANNAH B. ROBINSON, Principal.		
ABBIE M. NELSON, First Assistant.	94	90
SARAH C. HASKINS, Second Assistant.		

GROVE GRAMMAR SCHOOL.

EBENEZER HERVEY, Principal.		
HARRIET P. TINKHAM, First Assistant.	84	94
MARY H. CROWELL, Second Assistant.		

ACUSHNET GRAMMAR SCHOOL.

WILLIAM A. CHAMBERLIN, Principal.	42	89
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MIXED SCHOOL.

NEHEMIAH LINCOLN, Jr., Principal.	57	89
ELIZABETH M. SLOCUM, Assistant.		

MAXFELD STREET INTERMEDIAL SCHOOL.

ELIZA J. D. SHEPHERD, Principal.		
ANNA M. HARLOW, First Assistant.	116	81
MARY C. SLOCUM, Second Assistant.		

KEMPTON STREET INTERMEDIAL.

MARY B. RANDALL, Principal.		
AVIS SPOONER, First Assistant.	126	90
SARAH M. SIMMONS, Second Assistant.		

CHARLES STREET INTERMEDIAL.

av. att. per cent.

CLARA D. CORY, Principal. 80 84

ELIZABETH P. FRANCIS, Assistant.

WILLIAM STREET INTERMEDIAL.

LYDIA G. DAVENPORT, Principal.

ELIZABETH HOWLAND, First Assistant. 94 89

SUSAN E. BROWN, Second Assistant.

BUSH STREET INTERMEDIAL.

MARY T. CONGDON, Principal. 79 87

MARY E. ALLEN, Assistant.

SIXTH STREET INTERMEDIAL.

SARAH D. OTTIWELL, Principal.

CAROLINE M. BONNEY, First Assistant. 119 95

ELIZABETH E. CUSHMAN, Second Assistant.

GROVE PRIMARY AND INTERMEDIAL.

SUSAN T. CONGDON, Principal. 76 90

SARAH J. OLNEY, Assistant.

HILL PRIMARY AND INTERMEDIAL.

HELEN M. GORDON, Principal.

SUSAN T. SHERMAN, First Assistant. 95 87

AMANDA J. CLARK, Second Assistant.

ACUSHNET PRIMARY AND INTERMEDIAL.

ABBIE E. WILBUR, Principal. 32 81

MAXFELD STREET PRIMARY.

ANNIE R. COMMERFORD, Principal.	av. att.	per cent.
ANNA R. THORNTON, First Assistant.	109	85
MARY B. WHITE, Second Assistant.		

CHARLES STREET PRIMARY.

MARY E. CRANSTON, Principal.		
FIDELIA A. HOMER, First Assistant.	126	80
LOUISA E. COLBURN, Second Assistant.		

WILLIAM STREET PRIMARY.

SARAH H. HEWINS, Principal.		
CAROLINE S. RANDALL, First Assistant.	91	78
ELIZA B. DEXTER, Second Assistant.		

BUSH STREET PRIMARY.

ANNA M. BAILEY, Principal.	87	84
LUCY A. MANCHESTER, Assistant.		

SIXTH STREET PRIMARY.

HARRIET N. COVELL, Principal.	76	81
SUSAN R. NICHOLS, Assistant.		

GRIFFIN STREET PRIMARY.

MARY R. HOWE, Principal.	66	80
JANE M. COOK, Assistant.		

NORTH SCHOOL.

CORELLA KING, Principal.	32	78
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PERRY'S NECK SCHOOL.

	av. att.	per cent.
DOROTHY P. KING, Principal.	21	79

HASKINS CORNER SCHOOL.

SARAH B. THATCHER, Principal.	27	80
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CANNONVILLE SCHOOL.

MARGARET P. WHITE, Principal.	38	83
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CLARK'S POINT SCHOOL.

PHEBE P. CATHELL, Principal.	24	84
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ALMS HOUSE SCHOOL.

HANNAH MACOMBER, Principal.		20
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EVENING SCHOOL FOR ADULTS.

Male Department.

BENJAMIN EVANS, Principal.	42
JOHN W HATCH, Assistant.	

Female Department.

NEHEMIAH LINCOLN, JR., Principal.	
MARY T. CONGDON, Assistant.	
DEBORAH B. CONGDON, Assistant.	76
SARAH D. OTTIWELL, Assistant.	

It was intended that the annual examination of the various schools should be thorough and minute; it was not, in fact, as searching as was desired, but nevertheless, as much so as the private engagements of the Committee allowed, and enough so to enable

them to form a very satisfactory opinion of their individual and relative condition. The examination of the Intermedial and Grammar Schools was conducted upon the plan adopted by the Committee of the year preceding. Instead of assigning certain schools to certain members of the Committee, certain branches of study were assigned to each of the Sub-Committees on those schools, and the examination in particular branches in each of those schools was therefore made by the same person. In this way, and in no other that suggested itself, could any satisfactory opinion of the relative condition of the schools of the same grade be derived.

The result of that examination is somewhat detailed in the succeeding pages, accompanied by such brief remarks and suggestions as the occasion allows. In reciting the condition of the various schools frequent reference is made to the reports of the Sub-Committees on examinations.

PRIMARY SCHOOLS.

This grade of schools was examined at the end of the winter term, but no detailed report of the examination was rendered by the Sub-Committee. The favorable opinion, which the Committee have entertained during the year, was confirmed; but, with their views of the object and province of this class of schools, they consider that there is room for indefinite improvement. It is believed that this class of schools does not occupy that place in the mind of the community to which their importance entitles

them. The lasting results of imperfect training in the earliest stages of education are not appreciated. It is the common opinion that, if good order and decent behavior is achieved in a primary school, with an occasional diversion with the primer, about all is accomplished, that ought to be expected ; that the primary school is not the place for mental discipline. To a certain extent this is true, but not to the length stated, and too generally acted upon. The studies of these schools are purely elementary ; there is nothing in their nature to tax or strain the minds of such children as attend them ; and the only harm that can possibly arise is from too close confinement and protracted application.

The province of the primary school is too afford instruction in the elementary sounds of our language, the powers of the letters, separate and combined, in articulation and spelling. These points can be indelibly impressed only by the most patient and indefatigable drilling. The material comes to the hand of the primary school teacher fresh and plastic ; as susceptible of erroneous as of correct habits in these respects, and this rudimental knowledge is much more easily acquired in early childhood than in later years. Incorrect knowledge of elementary sounds, and defects in articulation, pronunciation and spelling, acquired and confirmed in the outset, are not easily removed. It is a worse condition than simple ignorance, for there is much to *unlearn*. Faithfulness on the part of the teacher is the main requisite. Her attentive ear should catch every trifling error, and correct it at the time. In this way correct hab-

its may be formed without even the consciousness of the pupil.

In the selection of teachers for these schools, the Committee have been influenced by these sentiments. The too prevalent idea, that the qualifications sufficient for a primary school teacher are an acquaintance simply with those rudimental branches, which they are called upon to teach, finds no approval with them. Their aim is to obtain, even for these lowest schools, ladies of developed character, general intelligence, and highly respectable acquirements.

INTERMEDIAL SCHOOLS.

The Committee are pleased in reporting, that there are some excellent schools in this grade. As they were reported with considerable minuteness by the Sub-Committee, it is thought that the substance of their report will be most satisfactory.

The exercises of the *Hill Primary and Intermedial* were good. The Primary department compares favorably with the other Primary Schools. In the Intermedial department the exercises, although very fair, did not quite equal those of two or three other of the Intermedial Schools. The order and especially the cleanliness of the school room is worthy of much commendation.

The general condition of the *Grove Primary and Intermedial* did not meet the approbation of the Committee. Some of the lower classes appeared well, as far as they had advanced; but other classes indicated too apparently the want of thorough, careful

teaching and proper discipline. The especial attention of the incoming Board is directed to this school.

In the *Maxfeld Street Intermedial* the classes were found well arranged, and the order of the school excellent. The exercises were satisfactory and gratifying.

The *Kempton Street Intermedial* was found deficient in the particular in which the last named school excels, viz: classification. The exercises in Arithmetic and Geography were good, but it is thought sufficient attention is not given to the all important branch of Reading.

The *Charles Street Intermedial* is reported in equally good condition with the Maxfield street.

The *William Street Intermedial*, from having been, at no very distant day past, one of the lowest schools of this grade in the city, has under its present management risen to the highest position. The exercises were very good, and the discipline and order are noted as excellent.

The *Bush Street Intermedial* receives the favorable notice of the sub-committee. In this school, as in the Kempton street, some of the classes did not meet the expectation of the Committee in the department of Reading, although the exercises of the third class in this branch was highly satisfactory.

The *Sixth Street Intermedial* presents the only instance, now in the recollection of the Committee, of the loss by death of a teacher, while engaged in our service. At the beginning of the winter term Miss Sarah J. Babcock, heretofore the principal of this school, was seized with illness, and before the end of

the term was removed by death. The Committee have already expressed their sense of the bereavement, and in this connection have only to declare their continuing and unabated regret.

The school, in consequence of this privation, remained during the term under the charge of the first assistant, who, considering the difficulties of her position, is entitled to much praise.

It is worthy of remark, that in none of these schools did the proportion of error in spelling amount to ten per cent.: and the first classes in the Charles street and Maxfeld street Intermedials spelled correctly ninety-five per cent. of the words selected by the Committee.

MIXED SCHOOL.

The fact of the establishment of a school, styled a "mixed" school, was mentioned in the last annual Report of the Committee, and its operation for the few months prior to the beginning of this year reported. It will be recollected, that the object of the creation of this school was to relieve the Intermedial schools of those pupils, whose advanced age and intractable disposition required the firm and rigid discipline of a man, but whose acquirements, either through their own negligence and want of attention, or their misfortune in having been deprived of the advantages of early schooling, rendered them inadmissible to the Grammar schools under their existing regulations. The Committee did not particularly

desire that odium should attach to this school, although they could not well see, considering the material of which it was to be composed, how it could be otherwise. However, from some reason or other, (and the Committee consider the principal of the school entitled to a great share of the credit,) this school has been growing in favor as in numbers from the time of its establishment, and the Committee find pleasure in believing that the expected odium does not attach. For though it is the convenient outlet for the turbulent temper of the Intermedial schools, it is likewise the resort of such as plead guilty only to the misfortune of a social position, which has denied them, through no fault of their own, early opportunities of schooling. The results of this school, as at present developed, more than answer the expectations of the Committee. It is believed that much real good is accomplished. The teachers have proved themselves faithful and patient, and have been rewarded with deserved success. The discipline of the school is excellent. The Grammar schools are relieved by this arrangement of a great number of scholars, who, before the establishment of this school, could not be refused, and they should, therefore, in their present condition indicate a relief from a heavy burden.

Should this school continue to increase in numbers even very moderately, the present building, assigned for its accommodation, will be utterly insufficient. The report of the Sub-Committee on this school, in alluding to this subject, recommends the suggestion to the Board, which next succeeds the present, that

a new building be provided for the accommodation of this school and the Adult School.

The Committee now desire to invite the attention of the City Council to the same suggestion, and would recommend further, that, in such building, suitable accommodations be provided for the meetings of the Committee, and the School Library. At present the Committee hold their meetings in the Common Council chamber, and are of course expelled whenever the meetings of both Boards fall together. At such times the meeting of the Committee is postponed, if it can be done without great inconvenience; otherwise, it is held in an uncomfortable room in the basement of the building.

GRAMMAR SCHOOLS.

The advancement of this exceedingly important class of schools has, for a considerable time, been a cherished object of the Committee. The difficulties which are encountered and must be surmounted, before any very marked improvement in their abstract condition can be realized, are vastly greater and more numerous than would at first be apprehended.

The relative and abstract standing of any school may be very different. To say that any school stands first in rank among its class, in a certain place, conveys no idea of the real, abstract condition of that school, as compared with the ideal of what such a school should be. The general advancement of each class of schools must necessarily be slow, and the work of time. It may perhaps be scarcely percepti-

ble to the casual observer in its successive stages, and only exhibit itself when viewed at considerable intervals.

The Committee report with pleasure, that none of these schools have retrograded during the year, while in some there has been marked improvement. When it is considered that a very large proportion of the children, who attend the public schools, finish their school education in the Grammar Schools, the solicitude of the Committee to elevate their character and extend the range of studies pursued will be understood and appreciated. This can never be accomplished in any material degree without first descending to the very lowest grade, and working reformation there. Much of the labor, which properly belongs to the Primary and Intermedial schools, now devolves upon the Grammar schools. With a good foundation in the elementary studies, obtained in the Intermedial schools, the time ordinarily passed in the Grammar schools would be amply sufficient for the acquirement of a very thorough, accurate and extended knowledge of each of them, leaving some margin for the prosecution of those more advanced studies, with which, at the present day, some acquaintance is deemed essential to a respectable English education.

The result of the examination in most of the branches of study, pursued in the Grammar schools, is contained in minutely detailed reports, showing their relative standing. In History, Geography and Physiology, the examination was not sufficiently extended, or distinctively reported to enable the Com-

mittee to form an opinion as to the relative condition of the various schools in these branches.

The examination in *Arithmetic* was very thorough. Every class in each school was examined. The more advanced classes were examined by printed questions, which were not difficult, but involved the principles of the whole subject matter, which the respective classes had passed over. The lower classes were examined orally. All of the schools have made fair progress in this branch. Much difference was found to exist in the condition of classes of the same grade in different schools. Those classes, which had devoted most time to Mental Arithmetic, exhibited more skill and readiness in solving examples selected by the Committee, especially if the solution involved principles of analytical reasoning. Constant exercise in Mental Arithmetic is recommended earnestly, as the best of discipline. The importance of frequent general reviews was also made very prominent.

The following table exhibits the per cent. of correct answers of the examination in this branch in all of the Grammar schools.

	No. Studying	No. Examined.	Average.	Rank.
Grove,	91	90	.698	1
Bush Street, girls,	90	86	.647	2
Middle Street, boys,	172	157	.645	3
Bush Street, boys,	110	105	.613	4
Charles Street, girls,	128	113	.585	5
Hill,	112	103	.566	6

The Grove, Bush street girls' and Charles street

schools occupy the same relative position in this branch, as at the last annual examination, while the Middle street school has risen from the lowest to the third rank, and falls below the second by an almost inappreciable fraction.

It is unnecessary to repeat the sentiments of the Committee on the subject of *Reading*, and, indeed, all elementary studies. Their studious aim has been to make the instruction thorough, and unintermitted even among the highest classes in our first schools.

The examination in Reading was generally creditable. Its result appears in the following table. The examiner in this branch of study adopted *five* as a standard of excellence.

	Average.	Rank.
Charles Street, girls,	3.93	1
Bush Street, boys,	3.79	2
Bush Street, girls,	3.65	3
Middle Street, boys,	3.54	4
Grove,	3.46	5
Hill,	3.44	6

The Sub-Committee on this branch in their report say, "In the Charles street school there were but few who could properly be denominated 'poor readers.' The great disproportion, which was found to exist between the higher and lower classes in some of the schools, was not so marked in this, and the average standing of the school is better on this account." The first class in Reading in this school is

referred to in the report, as having no superior in any of the Grammar schools.

The standing of the Hill school is somewhat reduced by the presence of some scholars, who are in the habit of attending during the winter term only, and who properly belong to the Mixed school. The distance from their residence to the latter school, however, renders it almost necessary that they should be admitted into this Grammar school, notwithstanding their want of qualification. The same may be the case to some extent in the Grove school; but in either case, the Committee do not think this fact justifies the condition of these schools in this branch. It does not receive in either school, the prominence to which the Committee think it entitled. The improvement in the Middle street school is flatteringly noticed. The higher classes in the Bush street girls school are commended. The lower classes very much reduce its rank.

The result of the exercises in *Spelling*, exhibiting a very large per centage of error, is calculated to give a more unfavorable impression of the standard of orthography in the Grammar schools than is just. The examination was rigidly conducted. The words selected, and contained in the report of the Sub-Committee are quite difficult, although most of them are not of infrequent occurrence. The conviction is, however, forced upon the Committee, that more time and labor may be profitably bestowed upon this very important branch, than has heretofore been given to

it. Proficiency in spelling is rarely attained except in early youth.

It should be observed, in explanation of the great difference between the per centage of the Grammar and Intermedial schools in this branch, that in the latter schools the words were selected from the Reading lessons of the respective classes, and spelled *orally*; whereas, in the former schools, the words were chosen at large by the Committee, and *written* by the pupils as they were proposed.

In the following table appears the per centage of correct answers upon the examination, and the relative rank of the schools.

	Per centage of correct answers.	Rank.
Grove,	.655	1
Charles Street, girls,	.50	2
Bush Street, boys,	.485	3
Bush Street, girls,	.46	4
Hill,	.40	5
Middle Street, boys,	.385	6

The first, second and fourth classes in each school were examined; to each of which were proposed about twenty-five words. The following lists present a fair average of the words selected for the respective classes.

First Class.	Second Class.	Fourth Class.
Erysipelas.	Emaciated.	Grammar.
Palaver.	Murmur.	Pillar.
Parallel.	Mysticism.	Heifer.
Hemorrhage.	Phlegm.	Believe.

Supersede.	Separate.	Wagon.
Satirize.	Dependence.	Antique.
Tarpaulin.	Sulphur.	Mayoralty.
Metaphysical.	Pigeon.	Exhilarate.
Paralysis.	Pursue.	Intelligence.

The state of the schools with respect to *Grammar* is very creditable. Considering the dry and uninteresting nature of this study to children generally, the Committee were somewhat surprised to find so few pupils, who had not made respectable progress. In this branch, especially, is recommended unceasing drilling, until its principles are familiar in the mind of the pupil; for, once established, they will never be forgotten. Let progress therefore be sure, though it be very slow.

The result of the examination in this branch is indicated in the following table. The examiner adopted *four* as a standard of excellence.

	No. Studying.	No. Examined.	Average.	Rank.
Middle Street, boys,	61	29	3.20	1
Bush Street, boys,	94	91	3.11	2
Charles Street, girls,	108	77	3.04	3
Bush Street, girls,	84	56	3.02	4
Grove,	35	34	2.88	5
Hill,	79	54	2.73	6

It will be observed, that the Middle street school occupies the first rank in this department; at the last annual examination, it was reported as the lowest in rank. It is true, that a comparatively small number of those studying Grammar were present on

the afternoon of the examination, but it is to be presumed that a fair average of each class was examined. The difference in the average of the Charles street and Bush street girls' schools, it will be noticed, is very trifling. The examination was thorough and general. Nearly every class in each school was examined: the exceptions were of the lowest classes in two or three of the schools, which had made very inconsiderable progress, and whose examination would not certainly have raised the average of the respective schools.

The *Writing* of the several schools was examined. Favorable mention is made of the Bush street boys' school in this department; the Charles street girls' school ranks next; then the Grove, Hill, Middle street, Bush street girls' in the order in which they stand. Although writing may not be considered one of the most important studies, it is nevertheless a desirable accomplishment, and should be taught with system. With a little effort on the part of the teacher, it may become a very pleasant recreation instead of a task.

In Geography, History, Physiology and Morals, in all which branches there are several classes in most of the schools, fair progress has been made, during the year.

The Committee cannot conclude their notice of the Grammar schools, without adverting with much satisfaction to the improved general appearance and conduct of the Middle street school. Much credit is due to those teachers, to whom the management of this

school has been committed during the past year, for their interest and laborious exertions. The discipline of the school is admirable. The idea, that the "material" of this school presented an insurmountable obstacle to the attainment of a respectable standing, is in a rapid process of refutation. The improved discipline of the Bush street boys' school is worthy of favorable notice.

The Bush street girls' school has suffered from an unusual drain of its more advanced members during the past year. It has furnished twenty-four applicants for admission to the High school, of whom but three were rejected. At both examinations pupils from this school led the list of candidates. Notwithstanding the relative rank of this school, from this and other causes, is now below what is indicated by the last Report, the Committee desire to express their entire confidence in the new teachers, that have been introduced there during the past year.

Attendance is a subject which is entitled to more of the consideration of the Committee than it receives. That very much may be accomplished by teachers in this respect is sufficiently illustrated in the Grove school, where the effort and influence of the principal have been truly remarkable. It is a matter of fundamental interest; for no amount or degree of good teaching can make good the deficiencies occasioned by irregular attendance.

The operation of the city ordinance, passed under the statute of the Commonwealth for the prevention of truancy, has been favorable, and increased considerably the attendance of the schools. The statute

limits the operation of all ordinances and by-laws on this subject to children between the ages of six and fifteen years. There is, therefore, a class of boys above the latter age in the Grammar schools, who are without its operation, but who of all others should be the subjects of the authority of the law, in addition to that of their parents and teachers. The attention of the incoming Board is called to this subject, that such action may be had thereon, as seems expedient.

The Charles street school, during the past year, until the end of the winter term, has been under the charge of Miss Anna L. Bourne, who retired at that time, carrying with her the regrets and best wishes of the Committee. The effort necessary for the successful management of this large school was too great for long endurance, and her success was purchased at some expense to her physical health.

COUNTRY SCHOOLS.

The *Acushnet Grammar* school continues to be well conducted. From the fact that it is an out of town school, the range of studies is somewhat larger than in the other Grammar schools, which find an outlet for advanced scholars in the High school. The relations between the teachers, scholars and neighborhood appear to be harmonious and pleasant. This school compares favorably with most of the Grammar schools in the city. Of course the number of those in this school, whose attainments and range of studies are

above those of pupils in the other Grammar schools, is very small indeed.

The *Cannonville* school is the largest out of town school, except the Acushnet Grammar school, and is conducted by a female teacher. There has been no change of teachers during the past year. This school was formerly in a very low condition, but under its present management it has greatly improved.

In the *Perry's Neck* school there has been no change of teacher during the year. This school was likewise in a very low condition, and very small in numbers not long since. The Committee are able to say, however, with much pleasure, that under the present teacher it has been raised to a highly respectable position in both respects.

The *Haskins' Corner* school, during the last part of the year, has been well attended. Miss Clark, under whose charge the school has been, and to whom the credit of its present condition is due, has been removed to the Bush street boys' Grammar school as first assistant, to fill the vacancy occasioned by the transfer of Miss Ottiwell to the principalship of the Sixth street Intermedial. This school is considered as now occupying a very respectable position as compared with other out of town schools.

The *North* school is favorably reported. Elizabeth P. King was teacher during the year. At the end of the winter term leave of absence for one term was granted to her. Another teacher has been appointed to fill her place during that time, under whose direction the Committee do not anticipate any detriment to the interests of the school.

The *Acushnet Primary and Intermedial* school has suffered materially from the ill health of its teacher during the winter term. Her health is now, however, re-established, and she has resumed her duties with spirit, and will undoubtedly restore the condition of her school.

The *Point* school is under judicious and efficient management, and stands well among the schools of its class. Until recently the children resident at the Alms House were in the habit of attending this school. Some change in this arrangement has always been desirable, but the matter was not considered by itself of sufficient consequence to warrant the establishment of another school. The commitment, however, of two or three boys to the Alms House under the late "Truant Act" decided the Committee in favor of the propriety and expediency of establishing a school at the Alms House. Their views were confirmed by an intimation from the Justice of the Police Court, that in many instances he had continued cases for sentence, in which the respondents would have at once been committed to the Alms House, had there been any advantages of schooling there. The *Point* school has been thereby materially relieved, and will doubtless exhibit good results from the severance. A competent teacher has been appointed to the charge of the Alms House school, and it is now in full operation, and the Committee believe will present a favorable report of itself in reasonable time. There are now twenty-six pupils, four of whom are under sentence for truancy.

HIGH SCHOOL.

During the past year there has been no change in the teachers or course of studies of this school.

For a long series of years, the Reports were accustomed to speak of this school with almost unqualified commendation; and, when our immediate predecessors, in the Report of last year, took occasion to vary this with somewhat stringent criticism of certain matters, it was but natural, that it should awaken some unpleasant feelings. Yet, at that time, the Committee expressed the opinion that the school "has not retrograded, and that the apparent deterioration may find its explanation in the additional severity of the test, which has recently been applied."

The present Committee feel bound to join with the preceding in the expression of the opinion, that, as a whole, the pupils of this school have not attained that standard of proficiency combined with thoroughness, which the Committee deem proper for a school of this grade. They have followed the policy, adverted to in the last Report, of elevating that standard; and, as one important means to that end, the qualifications requisite for admission, though not nominally changed the past year, have been progressively, though moderately raised at each semi-annual examination. Should the Committee require at once the full extent of qualification their wishes prompt, the school would diminish so materially in numbers, that it would justly be a subject of general complaint. The advance in this particular must, therefore, be very gradual. It must depend, too, very much on the rate of improve-

ment in the Grammar schools; for, until these schools, from which the material of the High school is derived, send forth pupils more thoroughly familiar with the principles of elementary learning, and more proficient in the fundamental branches, very much cannot be expected of the High school, in which the course of study pre-supposes such familiarity. Considering the number of advanced studies, which are prescribed in the course of this school, it is unreasonable to expect, that very much time can be given to rudimental teaching. As has been previously remarked, the proper work of the lower grade of schools must be accomplished in them, before the High school can present any very large proportion of its pupils, accomplished both in the higher and lower branches of school education.

In view of the present nature and composition of the school, the Committee think that considerable time may be profitably employed in frequent recurrence to, and general reviews of first principles.

While, therefore, the Committee believe, that their duty requires them to expose, frankly and fully, the failures and deficiencies in this school, they desire, in view of the foregoing considerations, to express their confidence in the general conduct of the school by its teachers; they believe much additional life and vigor has been infused into many departments of it, since the last Report. It is, however, believed, that a correct system of teaching requires that each class in a school should, to some extent, enjoy the instruction of the Principal. It is not intended to limit the application of this remark to the High

school, but to extend it to all of our schools, whose numbers require more than one teacher.

The examinations of this school both in June and December were thoroughly made. Every member of the High School Committee assisted in them; a fact which is believed to be unprecedented. A similar course was pursued at each time. The several studies of all the classes were divided into six related groups, one of which was assigned to each member, who subsequently made a Report to the Chairman in writing. In this way the whole school was examined. Of the general results, it is now proposed to speak.

Some of the classes in the higher branches are in exceedingly good condition. Those in *Geometry*, especially, are worthy of much commendation. The examination of the classes in *Latin*, of which there are quite a number in the school, gave evidence of thorough teaching. A volunteer class of girls in *Greek* was presented at the last examination, who had made inconsiderable advancement in the study, but appeared well. The classes in *Algebra*, at both examinations, appeared fairly. The *Reading*, on the whole, exhibited improvement, and the class in "Milton" was commended, at the June examination, in the highest terms, for superior reading and their intelligence of the author. In *Chemistry* and *Natural Philosophy*, the classes were reported very favorably in the former study, and as doing fairly in the latter, at the June examination: but the classes in December fell somewhat below what the Committee had a right to expect. The *Spelling* was quite inferior.

The exercises of one, at least, of the classes in *Arithmetic*, at the last examination, were very unsatisfactory. One class was examined orally and by exercises on the black board, and appeared passably well; the other was examined by printed questions. The same set of questions was presented to this latter class, as was used by the same examiner in his examination of the first classes in the Grammar schools a year ago. In the High school the astonishing result of fifty-eight per cent. of error was exhibited. The questions are reported under the head of "Arithmetic" in the Grammar schools, in the last Annual Report, and will be found to be sufficiently simple. In the very fact of their simplicity, perhaps, lies the secret of the failure of the High school class; their study from the time of their admission had been too exclusively confined to more advanced subjects. The progress of the classes in *French* is satisfactory. Classes were also examined in Moral Science, Intellectual Philosophy, Physical Geography, Book Keeping and Physiology, but time does not permit a detailed report of them.

The time assigned for the semi-annual examinations for admission has not been changed. In May there were forty applicants for admission, of whom thirty-six were admitted. In December forty-eight applied, and twenty-eight were admitted. The examination in both instances was conducted with printed questions.

EVENING SCHOOL FOR ADULTS.

This school was opened for the season on the first of October, and still continues. The general character of the school, the number entered and the average attendance, vary very little from the Report of last year.

In the male department of the school, attention has chiefly been directed to Reading and Arithmetic, in which gratifying improvement has been made.

In the female department, greater progress has been made during the present session, than ever before, in Writing. Some attention has been given to Geography, but the main labor has been bestowed upon Reading, Spelling and Writing.

The advantages of the school are by no means sought by Americans alone, or for the most part. Foreigners of every description found among us are among the attendants.

It is believed that this school is accomplishing much real good. Its results have been gratifying beyond reasonable expectation, when the advanced age of the pupils, their social condition and neglect of early mental discipline is regarded.

The interest manifested by some of these advanced pupils, and their eagerness to retrieve, in some degree, their deficiencies in early culture, at a period of the day, too, when their energies are impaired by the physical toil, which is their portion, is an exhibition, partaking of the heroic.

STATISTICS OF THE SCHOOLS.

Number of Public Schools, including the two evening schools for adults,	33
Number of different scholars, of all ages, in all the Public Schools in Summer,	3,228
Number of different scholars, of all ages, in all the Public Schools in Winter,	3,502
Average attendance in all the Public Schools in Summer,	2,441
Average attendance in all the Public Schools in Winter,	2,454
Number attending under five years of age during the year,	264
Number attending over fifteen years of age during the year,	492
Number of persons in the City on the 1st day of May, 1852, between five and fifteen years of age,	3,099
Number of Male Teachers in the Public Schools in Summer,	8
Number of Female Teachers in the Public Schools in Summer,	66
Number of Male Teachers in Winter,	11
Number of Female Teachers in Winter,	69
Number of Incorporated Academies,	1
Average attendance for the year in the Incorporated Academy,	70
Number of Private Schools,	25
Estimated average attendance for the year in Private Schools,	513
Amount of Tuition paid in the Incorporated Academy,	2,200.00

Estimated amount of Tuition paid in Private Schools,	\$5,769.94
Amount received in 1852, as the City share of the income of the State School Fund,	737.81

SCHOOL PROPERTY.

It is unnecessary in this place to present a complete schedule of the school property. For such information reference can be had to the Report of the Committee on Public Property. Such important additions only as have been made during the past year will be noticed.

A new wooden school house has been erected for the North school, in the Jonathan Tobey neighborhood, in accordance with the recommendation of the Committee of the previous year. This school room is capable of accommodating sixty scholars, and in its internal arrangements, furniture and style of finish will compare well with the best school rooms in the city. The cost of the school house lot, containing about sixty rods, was \$60.—the cost of the building and fence \$969.04=\$1,029.04.

An addition of 7 75-100 rods has been made to the Griffin street primary school lot, which was nearly covered by the building, by the purchase of the vacant lot adjoining, at a cost of \$232.50. This addition was required for the comfort and convenience of the school, as a play ground. It was moreover deemed expedient to secure the lot, while it was in the market, to prevent its threatened purchase by

other parties for purposes, which would be highly pernicious to the welfare of the school, and perhaps compel the abandonment of the present school house.

A new wooden school house for the Cannonville school is in process of erection, for which object an appropriation of \$1700. has just been made by the City Council.

In accordance with the earnest recommendation of the Committee in their last Annual Report, the liberal sum of \$13.000 was appropriated by the City Council, during the last year, for the erection of a new school house in the northern part of the city, for the accommodation in part of another Grammar school. The object mainly in the view of the Committee was to relieve the Middle street boys' and the Charles street girls' Grammar schools, whose numbers are inconveniently large. A lot on Parker street, a short distance west of County street, was selected for the site of the new house, being as nearly the centre as possible of the neighborhood for which the schools are intended. The work is in progress, and approaching completion. The building is of brick, two stories high, seventy feet in length by forty feet in breadth, with a front projection of fifteen feet by twenty-eight feet, and stands in the centre of a lot containing about one hundred and twenty-five rods.

The design of the structure is Italian, modified so far as its object and purposes required. When completed it will be an ornament to that section of the city. It is to be finished within neatly and substantially ; to be warmed and ventilated upon the most

approved modern plans, and furnished with the best Boston school furniture. The second story is designed for a Grammar school, necessarily for both sexes, and will accommodate one hundred and fifty scholars. There are two distinct entrances to the second story. The first story is to be equally divided between a Primary and an Intermedial school, in each of which provision is made for seventy-five scholars.

It is hoped, that the erection of this substantial, and, at the same time, tasteful building is the beginning of a new era among us in the history of school house architecture. It is to be desired, that no more frame buildings shall be erected for school houses, within the limits of the city proper; and it is moreover quite as earnestly to be desired, that no more school houses, even of durable materials, shall be erected without regard to architectural beauty and proportion. The difference in expense is very trifling between the erection of a building architecturally designed and gracefully ornamented, and the heaping together of the same material in the very simplest and plainest manner possible. The one is an object, upon which the eye always delights to rest, and of whose symmetrical proportions and chaste adornment it never tires, while the other is unsightly from the beginning, and grows only more so by familiarity; constantly giving rise, with every view, to the regretful reflection that it is so very durable. There are important and serious considerations growing out of this subject, regarding the beneficial effect of such a policy upon the popular taste,

and especially upon the impressible minds of children, which will readily suggest themselves to the mind of every one, but which this occasion affords no opportunity of discussing.

It is believed, that the time has arrived when the economical practice which has hitherto obtained, of repairing, patching and piecing old and inconvenient wooden school houses should be discontinued. Hitherto it has perhaps answered well enough ; but this city is fast falling behind her sister cities in this Commonwealth in the style and character of her school edifices. The appropriations for school purposes are now large, it is true, but it is thought, that the tax paying portion of the community will not grudge such expenditures, as may be necessary to place their school accommodations on a footing, which will compare favorably with those of other cities, which are in point of fact blessed with less means.

In illustration of the views of the Committee on this subject, they would instance an improvement, which they trust will at no very distant day be made in the Bush street school property. The comfort and convenience of the Boys' and Girls' Grammar schools and the Primary and Intermedial schools would be vastly promoted by removing the present buildings, and erecting a large brick building for the accommodation of the four schools.

FINANCIAL.

The Report of the Committee of the City Council on Finance exhibits the condition of the School Funds as follows, viz:

SCHOOL EXPENDITURES FOR THE YEAR
ENDING MARCH 1, 1853.

Teacher's Salaries,	\$20,505.35
Adult Schools,	458.51
School Committee,	959.92
Librarian, (five quarters,)	62.50
Books,	994.59
Fuel,	1,314.74
Land,	2,787.64
Stoves, Pipe and Repairs,	662.58
New School Houses,	6,424.54
Alterations and Repairs,	1,700.76
Cleaning, Whitewashing, Making Fires, &c.	973.82
Incidentals,	452.40
Amount of Expenditures,	\$37,297.33
Balance to new account,	6,365.28
	\$43,662.63

CREDITS.

By Balance of old account,	\$7,344.82
“ Amount received from town of Fairhaven,	40.00
“ Annual Appropriation,	35,500.00
“ Amt. rec'd. for sale of North School House and Lot,	40.00
“ Amt. received from Commonwealth, proportion School Fund,	737.81
	\$43,662.63

Since the foregoing account was closed, bills have been paid amounting to \$3196.86, which reduces the balance to \$3168.42.

The Committee have endeavored to discharge their onerous duties impartially, and according to their understanding, and now surrender their trust to their successors, with the assurance of their lively interest in the success of their labors.

All of which is respectfully submitted.

By order of the Committee.

A. L. GLEASON, Chairman.

APRIL 2, 1853.

SCHOOL COMMITTEE FOR

1853.

WARD No. 1.—LINEAS WOOD,
“ “ DANIEL C. BURT,
“ “ ALANSON BORDEN.

WARD No. 2.—HORATIO A. KEMPTON,
“ “ HENRY R. WILCOX,
“ “ GEORGE H. DUNBAR.

WARD No. 3.—AMASA L. GLEASON,
“ “ MOSES G. THOMAS,
“ “ EDWIN L. BARNEY.

WARD No. 4.—ROBERT C. PITMAN,
“ “ WHEELOCK CRAIG,
“ “ WALTER MITCHELL.

WARD No. 5.—JOSHUA C. STONE,
“ “ WILLIAM HOWE,
“ “ CHARLES HAFFARDS.

WARD No. 6.—WILLIAM PENN HOWLAND,
“ “ HENRY T. WOOD,
“ “ GEORGE H. ELDRIDGE.

ORGANIZATION OF THE COMMITTEE.

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AMASA L. GLEASON, Chairman.  
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STANDING COMMITTEES.

HIGH SCHOOL.—Gleason, Stone, Pitman, Borden, Thomas, Craig and Burt.

NORTH GRAMMAR SCHOOLS.—Borden, Dunbar, Craig, Thomas and Mitchell.

SOUTH GRAMMAR SCHOOLS.—Pitman, H. T. Wood, Howland and Eldridge.

NORTH INTERMEDIAL SCHOOLS.—Dunbar, Wilcox, L. Wood and Barney.

SOUTH INTERMEDIAL SCHOOLS.—Haffards, H. T. Wood, Eldridge and Mitchell.

PRIMARY SCHOOLS.—Howe, Kempton, Haffards, Wilcox and Barney.

MIXED SCHOOLS.—Howland, Haffards and Barney.

COUNTRY SCHOOLS.—Burt, Kempton, L. Wood and Wilcox.

EXAMINATION OF TEACHERS.—Gleason, Stone, Pitman, Kempton, H. T. Wood and Borden.

LIBRARY.—Howe, Borden and Mitchell.

SCHOOL HOUSES.—North of Elm Street, H. A. Kempton. South of Elm Street, C. Haffards.

ADMISSIONS.—North of Elm Street, H. R. Wilcox. South of Elm Street, G. H. Eldridge.

WILLIAM HOWE, Secretary.

R E P O R T

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD,

FOR THE YEAR

1853-4.

New-Bedford:

STANDARD PRESS — E. ANTHONY, PRINTER TO THE CITY.

1854.

R E P O R T

OF THE

SCHOOL COMMITTEE.

THE SCHOOL COMMITTEE of the City of New Bedford, for the closing municipal year, in compliance with established usage, respectfully render the subjoined Report of the condition of their department of the public service.

The Committee claim to be fully conscious of the grave responsibility which ought and does attach to every member of its Board in view of the important interest intrusted to their sole care and management, but at the same time are compelled to admit that, as a natural and necessary result of the present condition of the Board, so much time and attention has not been devoted to school interests as their relative and intrinsic consequence seem to entitle them. When it is considered, regarding the matter in a strictly pecuniary view, that the school establishment involves an expenditure of about forty thousand dollars per annum, it becomes at once apparent that it is an interest worthy of much of the public care and regard; and that conviction is vastly strengthened when the nature and character of the object is regarded, to which this great expenditure

is directed. It is obvious therefore that the care and management of their interests should be confided to such as may be enabled, from the nature and circumstances of their mode of life and occupation, to devote a considerable portion of their best thought and labor to the advancement of school education among us.

With this belief weighing upon them, many members of the Board have long been of the opinion that the public interests in this behalf would be promoted by a reconstruction and reorganization of the Committee. No formal discussion of this matter has ever been held by the Board, nor does it seem necessary in order to render a suggestion of this kind proper. It is but a suggestion presented to the public mind, and especially addressed to the incoming Board as one of sufficient importance to arrest attention, and challenge careful examination. In the minds of many of the Committee the time has come, when the magnitude and increasing extent of the school interest, together with the constant advance of the public mind in educational matters, absolutely require, in order to obtain results in the system creditable to the city and worthy of the great expenditure, that a new officer be attached to this department of the public service, who shall be styled "Superintendent of Public Schools," and whose duty shall consist in devoting his whole time, talents and accomplishments to the general supervision of the public schools, and the improvement of their condition. The experiment has been tried elsewhere with eminent success, and it is for this community upon intelligent reflection to pronounce whether or not it is expedient for us to seek the same advantages, which have elsewhere followed the establishment of the office.

The organization of the Board remains the same as

during years past. Sub-committees have been assigned to the various grades of schools, who, together with the Chairman of the Board, have had the principal superintendence and control of their respective schools. Much time has been devoted at intervals during the year to visiting the schools. The examinations have been thorough, and the Committee feel they can form a tolerably correct opinion of the actual and relative condition of the different schools in the various grades. The general condition of the schools is commendable. The advancement or deterioration of a school system is not, in its nature, apparent to casual or occasional observers, if reviewed only at short intervals, and therefore from year to year the community must rely upon the report of those to whom from their connection with the system their real condition is necessarily revealed. The committee find pleasure in reporting decided improvements in many respects, though the general actual standard yet falls far below the ideal standard which the Committee have held before their minds. Almost uniformly teachers have received the suggestions of the Committee in matters of discipline and teaching in the spirit in which they were offered, and followed them closely and cheerfully.

In the pages next following are enumerated all the public schools in the city, together with the names of the present teachers, and the average and per centage of attendance in the respective schools during the past year.

HIGH SCHOOL.

MALE DEPARTMENT.	av. att.	per cent.
John F. Emerson, <i>Principal.</i>	43	.95
Guilford S. Newcomb, <i>Assistant.</i>		

FEMALE DEPARTMENT.

Emma M. Converse, <i>Principal.</i>	68	.90
Eliza H. Tobey, <i>Assistant.</i>		
Hannah A. Bryant, <i>Assistant.</i>		

HILL GRAMMAR SCHOOL.

Ivory S. Cornish, <i>Principal.</i>	63	.919
Abby S. Tobey, <i>Assistant.</i>		

PARKER STREET GRAMMAR SCHOOL.

Ebenezer Hervey, <i>Principal.</i>	100	.912
Harriet P. Cushman, <i>First Assistant.</i>		
Cornelia G. Baker, <i>Second Assitant.</i>		

CHARLES STREET GRAMMAR SCHOOL.

Abbie M. Nelson, <i>Principal,</i>	102	.845
Sarah B. Wood, <i>First Assistant.</i>		
Anna R. Thornton, <i>Second Assistant.</i>		

MIDDLE STREET GRAMMAR SCHOOL.

James S. Barrell, <i>Principal.</i>	140	.913
Mary A. Underwood, <i>First Assistant.</i>		
Margaret T. Barker, <i>Second Assistant.</i>		
Julia E. Norton, <i>Third Assistant.</i>		

BUSH STREET BOYS' GRAMMAR SCHOOL.

Sylvander Hutchinson, <i>Principal.</i>	99	.927
Julia A. M. Clark, <i>First Assistant.</i>		
Elizabeth M. Slocum, <i>Second Assistant.</i>		

BUSH STREET GIRLS' GRAMMAR SCHOOL.

Hannah B. Robinson, <i>Principal.</i>	82	.926
Elizabeth C. Babcock, <i>First Assistant.</i>		
Lydia P. Brown, <i>Second Assistant.</i>		

GROVE GRAMMAR SCHOOL.

John N. Brown, <i>Principal.</i>	76	.929
Ann M. Bonney, <i>Assistant.</i>		

ACUSHNET GRAMMAR SCHOOL.

William A. Chamberlain, <i>Principal.</i>	39	.868
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MIXED SCHOOL.

	av. att.	per cent.
Nehemiah Lincoln, Jr., <i>Principal.</i>	43	.84
Mary C. Slocum, <i>Assistant.</i>		

PARKER STREET INTERMEDIAL SCHOOL.

Annie R. Commerford, <i>Principal.</i>	62	.88
Cordelia A. Morton, <i>Assistant.</i>		

MAXFELD STREET INTERMEDIAL.

Eliza J. D. Shepherd, <i>Principal.</i>	94	.83
Anna M. Harlow, <i>First Assistant.</i>		
Mary C. Smith, <i>Second Assistant.</i>		

KEMPTON STREET INTERMEDIAL.

Elizabeth Howland, <i>Principal.</i>	108	.86
Betsey T. Wing, <i>First Assistant.</i>		
Sarah M. Simmons, <i>Second Assistant.</i>		

CHARLES STREET INTERMEDIAL.

Clara D. Cory, <i>Principal.</i>	68	.86
Eliza C. Lewis, <i>Assistant.</i>		

WILLIAM STREET INTERMEDIAL.

Mary E. Savery, <i>Principal.</i>	92	.87
Mary H. Crowell, <i>First Assistant.</i>		
Susan E. Brown, <i>Second Assistant.</i>		

BUSH STREET INTERMEDIAL.

Mary T. Congdon, <i>Principal.</i>	75	.87
Mary E. Allen <i>Assistant.</i>		

SIXTH STREET INTERMEDIAL.

Sarah D. Ottiwell, <i>Principal.</i>	120	.88
Eliza E. Cushman, <i>First Assistant.</i>		
Eliza B. Dexter, <i>Second Assistant.</i>		

HILL PRIMARY AND INTERMEDIAL.

Helen M. Gordon, <i>Principal.</i>	102	.87
Susan T. Sherman, <i>First Assistant.</i>		
Jane M. Gardner, <i>Second Assistant.</i>		

GROVE PRIMARY AND INTERMEDIAL.

Caroline E. Bonney, <i>Principal.</i>	90	.89
Harriet N. Allen, <i>First Assistant.</i>		
Mary J. Chase, <i>Second Assistant</i>		

ACUSHNET PRIMARY AND INTERMEDIAL.

	av. att.	per cent.
Hannah S. Payson, <i>Principal</i> .	33	.83

PARKER STREET PRIMARY SCHOOL.

Margaret P. White, <i>Principal</i> .	64	.83
Sarah C. Haskins, <i>Assistant</i> .		

MAXFELD STREET PRIMARY.

Mary B. White, <i>Principal</i> .	113	.83
Amanda J. Clark, <i>First Assistant</i> .		
Joanna P. Nash, <i>Second Assistant</i> .		

CHARES STREET PRIMARY.

Mary E. Cranston, <i>Principal</i> .	121	.74
Fidelia A. Homer, <i>First Assistant</i> .		
Louisa E. Colburn, <i>Second Assistant</i> .		

WILLIAM STREET PRIMARY.

Sarah H. Hewins, <i>Principal</i> .	112	.83
Clarissa S. Staples, <i>First Assistant</i> .		
Caroline S. Randall, <i>Second Assistant</i> .		

BUSH STREET PRIMARY.

Anna M. Bailey, <i>Principal</i> .	86	.76
Lucy A. Manchester, <i>Assistant</i> .		

SIXTH STREET PRIMARY.

Harriet N. Covell, <i>Principal</i> .	86	.76
Susan R. Nichols, <i>First Assistant</i> .		
Abby F. Bryant, <i>Second Assistant</i> .		

GRIFFIN STREET PRIMARY.

Mary R. Howe, <i>Principal</i> .	72	.87
Jane M. Cook, <i>Assistant</i> .		

NORTH SCHOOL.

Lucy F. Clark, <i>Principal</i> .	31	.82
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PERRY'S NECK SCHOOL.

Judith S. Macomber, <i>Principal</i> .	24	.77
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HASKIN'S CORNER SCHOOL.

Phebe B. Cathell, <i>Principal</i> .	26	.73
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CANNONVILLE SCHOOL.

Dorothy P. King, <i>Principal</i> .	44	.85
Louisa F. Bryant, <i>Assistant</i> .		

CLARK'S POINT SCHOOL.

	av. att.	per cent.
Abbie C. Mayhew, <i>Principal</i> .	11	.82

ALMS HOUSE SCHOOL.

Hannah S. Macomber, <i>Principal</i> .	18	.96
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EVENING SCHOOL FOR ADULTS.

MALE DEPARTMENT.

Sylvander Hutchinson, <i>Principal</i> .	45	
John W. Hatch, <i>Assistant</i> .		

FEMALE DEPARTMENT.

Ivory S. Cornish, <i>Principal</i> .	76	
Mary T. Congdon, <i>Assistant</i> .		
Anna M. Bailey, <i>Assistant</i> .		
Susan T. Congdon, <i>Assistant</i> .		

PRIMARY SCHOOLS.

These schools receive children between the ages of four and seven years. The Superintendent of schools in the city of Boston, in a late report, says unhesitatingly, that in general children of this age "cannot study much in the ordinary meaning of the word study." The Physiologist would show us that they *ought not* to. But yet this period of life is not by any means to be wasted, so far as it is spent in the school room. Nature dictates the true method and order of instruction. The perceptive faculties are alive and on the alert, while the reflective are dormant; and the memory is impressible and retentive long before the reason is ready for vigorous work. While much of the time should be devoted to acquiring a knowledge of things and the ingenuity of the teacher should be taxed to impart this pleasantly and often recreatively, the progress of the child in what is called studies

should be considered satisfactory if his main acquirements on leaving the Primary School are a clear enunciation, a correct and easy style of reading, and an accurate spelling of the more ordinary words. At any rate whatever else is sought, these acquirements are to be deemed the only essentials. And the teacher ought never to forget that in this grade of schools, at least, it is far more important *how* their pupils are taught, than *how much* they are taught.

There are now seven schools of this grade in our city. The report of the sub-committee speaks of their condition as follows:—

Maxfeld Street sustains its good character and is conducted in a manner entirely satisfactory.

Charles Street is the largest of the grade in the city and has suffered during a portion of the year from the absence through sickness of its Principal, but there are indications of future improvement.

William Street has been steadily improving for the last few years; its teachers are industrious and have wrought out what they deserve—an excellent school.

Bush Street continues to maintain a position entirely satisfactory.

Sixth Street has very much improved during the past year and it is now in a satisfactory condition.

Griffin Street is a pleasant school to visit, and its exercises are second to no other school of the grade.

Parker Street. This is a new school, and being crowded and without a class room has been in a somewhat confused state since its establishment. It has a faithful teacher and though its present rank is not high, it is confidently hoped that under more favoring circumstances it will rank with the other schools of this class.

In concluding their report the Primary Committee say that they do not remember a time when there has been better cause to be satisfied with all the teachers and with the condition of these schools.

INTERMEDIAL SCHOOLS.

The Committee are glad to find evidence of improved condition in most, if not in quite all of the schools. The past year has brought about many changes in the composition and arrangement of these schools, which must be taken into account in estimating their progress.

The *Hill Primary and Intermedial* did not in all respects quite meet the wishes of the Committee in the intermedial department. The exercises in Arithmetic did not evidence quite as much promptness and general intelligence on the part of the pupils as could be desired. The reading was not quite equal to last years performance. In Geography the school stands number seven on the list. Much allowance must however be made for the fact that the school has been drained of its best scholars to supply the Hill and Parker street Grammar Schools.

The *Grove Primary and Intermedial* the Committee are glad to report in an improved condition. In Arithmetic the exercises were good. In reading quite satisfactory. In Geography the school stands ninth and lowest in the list. The order of the school is remarkably good and this school is now second to none in the city in this respect.

The *Maxfeld Street Intermedial* has suffered by a large draft of its best scholars into the Parker Street school. The efficiency of the teachers is strikingly

manifest in the manner with which this school has regained its lost ground. In Arithmetic it did well. In Geography it stands third, and its order and discipline is very commendable.

The *Kempton Street Intermedial* is reported in very good condition. In Geography it stands first, and in Arithmetic the examination was satisfactory. Last year some complaint was made of the reading—an objection which the Committee are happy to state, is now entirely removed.

The *Charles Street Intermedial* appears to have fallen off a little in the department of reading. In Arithmetic and Geography (in the latter study this school stands fourth) its position is creditable.

The *William Street Intermedial* is in the same satisfactory condition as last year.

The *Bush Street Intermedial* is in very excellent order. In Arithmetic particularly, the classes were much in advance of some of the other schools, and exhibited a promptness and intelligence highly creditable to the teachers.

The *Sixth Street Intermedial* school is reported very satisfactory. In Geography it is one of the highest on the list. In Reading it is spoken of as improving, and generally as to its order and discipline it is such as the Committee desire.

The new *Parker Street Intermedial* cannot be compared with any past standard, but from the reports of the various sub-committees, the Committee are led to indulge the hope that it will take the highest rank among the Intermedial Schools.

MIXED SCHOOL.

This school, as our regulations provide, is for "pupils of any age whose continuance in any Primary, Intermedial or Grammar school, shall by reason of dullness, disobedience, insubordination, or from any other cause, be deemed prejudicial to the same school." It was commenced as a school for both sexes, but the number of girls attending being very inconsiderable, the committee deemed it expedient under the circumstances, to change it to a boys school only. The project of a separate school for girls has however been deemed worthy of consideration by those most acquainted with the demand made for some relief of other grades of schools.

The Mixed school has, as the Committee believe, been productive of beneficial results, both to the other schools and to those who have been its pupils. Gratifying instances, not a few, of changed manners, and sudden mental quickening, have been brought to the attention of those more particularly acquainted with its history. The school is reported at the last examination as appearing well and exhibiting marks of continued advancement.

The high appreciation which past Committees and the present Board have had of the labors of the Principal, is most significantly shown by the successive additions to his salary, which is now established at the sum paid our Grammar masters, after the same length of session. The Committee on this school, in their Report, press upon the attention of the Board the necessity of better accommodations for this school, in reference to which we shall speak in another connection.

GRAMMAR SCHOOLS.

It is very gratifying to the Committee to be able this year to present a more detailed and thorough account of these important schools than has heretofore been done.

It is evident that upon these schools rests the main edifice of our Common School system, and that no care and expense upon the High School can compensate the lack of thorough training here. The early age at which a large proportion of the scholars are taken from the Primary and Intermedial schools, necessarily leaves the work of Education very incomplete. It is to the Grammar schools that the public very properly look for the correction and supply of the errors and deficiencies inseparable from schools of lower grades, and it is not too much to say that if the Grammar schools are once established upon the footing they ought to occupy, it would follow as a matter of course, that the preparatory schools would be compelled to come up to the standard thus established, and the High School would be free to crown the work with the success the Committee so earnestly desire.

The result of the several examinations in the various branches of study taught in the Grammar schools, is given in the report of the several sub-committees detailed upon this duty. In some branches it was possible to obtain a tabular view of the relative standing of each school computed from the per centage of correct answers to the same series of questions put to each school. When this was impracticable from the nature of the study, or from any other cause, the general impression of the examiner has been more or less minutely stated. It is from these reports that the Committee have made up their general estimate.

ARITHMETIC.

The three upper classes in each school were examined by means of printed questions for the solution of which one hour and a half was allowed to each class. These questions were fewer in number, and susceptible of solution with fewer figures, than those heretofore given, and were intended rather to test the reasoning powers of the pupils than their readiness in calculation. The remaining classes were examined orally.

The following table exhibits the result in the different schools. Four in the examiner's scale indicate a satisfactory result, and was, with the exception of a few cases, of entire correctness in the written exercises, and of unusual excellence in the oral examination, the highest number used.

The average in each is obtained by dividing the aggregate credits of the whole school by the number examined.

Bush Street, girls,	3.2	No. 1
Grove, boys and girls,	3.1	" 2
Bush Street, boys,	3.	" 3
Parker Street, boys and girls,	2.56	" 4
Middle Street, boys,	2.53	" 5
Hill, boys and girls,	2.4	" 6
Charles Street, girls,	2.2	" 7

In view, however, of the necessary differences in the oral examinations of the lower classes, and also from the consideration that the teachers should hardly be held equally responsible for the new material thrown into their schools, the sub-committee have doubted whether on the whole, a just estimate of the condition of the schools might not be gained by a comparison of

the three upper classes who were examined as above stated. By this standard the schools would rank as follows:—

Grove, boys and girls,	4.1	No. 1
Bush Street, girls,	3.7	“ 2
Bush Street, boys,	2.86	“ 3
Parker Street, boys and girls,	2.86	“ 4
Middle Street, boys,	2.3	“ 5
Hill, boys and girls,	2.1	“ 6
Charles Street, girls,	2.	“ 7

The Committee are glad to state that there has been a perceptible improvement in the absolute condition of the schools in this department. Especially is this manifest in the thoroughness with which the lower classes have been taught. The sixth class in the Bush Street boy's school, taught by the second Assistant, deserves honorable mention as a model class of this grade.

SPELLING.

The examination in this study was also conducted in writing, and the exercises were confined to the four highest classes of each school. Four lists of twelve words each were given, one to each class.

The Committee are considerably disappointed at the result of the examination, as it was known that in some, at least, if not in all of the Grammar schools, the study of Orthography had been pursued with increased interest during the past year.

The following table gives the per centage of correct answers to each school and the grade of the schools:

Bush Street, girls,	43 1-2	No. 1
Parker Street, boys and girls,	41	" 2
Charles Street, girls,	39 1-2	" 3
Hill, boys and girls,	36	" 4
Grove, boys and girls,	30	" 5
Bush Street, boys, }	27 1-2	" 6 & 7
Middle Street, }		

The following were the list of words selected:

First Class.	Second Class.	Third Class.	Fourth Class.
Cylinder.	Hyacinth.	Hypocrite.	Jeopardy.
Hemorrhage.	Idolater.	Privilege.	Syntax.
Rhinoceros.	Labyrinth.	Parallel.	Legitimate.
Niece.	Maintenance.	Parricide.	Metallic.
Pavilion.	Mortgage.	Schedule.	Liquidate.
Civilian.	Nauseous.	Sulphur.	Necessary.
Tyrannical.	Paralysis.	Typhus.	Murmur.
Poignancy.	Sovereign.	Vaccination.	Pecuniary.
Siege.	Duteous.	Supersede.	Equinoctial.
Synonymous.	Thorough.	Obscure.	Precipice.
Moiety.	Suspicion.	Proselyte.	Suitable.
Capillary.	Analysis.	Phosphorus.	Disciple.

It will be observed that many of the above words are of difficult orthography, and the exercises was, as it was intended to be, a severe test of the pupil's proficiency. No words, however, were used but such as were to be found in the spelling and reading books in use.

While the Committee believe that this most important study is by no means overlooked in the Grammar schools, they feel obliged to declare that more time and greater effort is still needed for the attainment of a competent and satisfactory knowledge of Orthography.

GEOGRAPHY.

The examination in Geography was generally satisfactory. The per centage of correct answers was large in all the schools, and the difference in their standing (with one exception) trifling. That exception, the Grove school, has suffered a change of Principal during the past year, and deserves that allowance should be made.

The table of results is as follows:

Bush Street, boys,	.908	No. 1
Charles Street, girls,	.907	" 2
Middle Street, boys,	.900	" 3
Hill, boys and girls,	.882	" 4
Bush Street, girls,	.879	" 5
Parker Street, boys and girls,	.874	" 6
Grove, boys and girls,	.847	" 7

WRITING.

The attainment of the schools is very satisfactory. The Bush Street boys school maintains itself at the head of the list. The writing at this school is highly creditable to the teacher. The Grove school holds the next place, and after that, four other schools, viz: the Bush Street girls, Charles Street, Hill and Parker Street, present a nearly equal proficiency. The Middle Street school was not examined. In the Bush Street girls school, which stood lowest last year, the Committee with pleasure report a marked improvement.

GRAMMAR.

In Grammar no tabular comparison of the schools has been made by the sub-committee, but the classes were very thoroughly examined, and a detailed account of the condition of each class in every school furnished.

From this it appears that the two highest classes in the Bush Street girls school, passed the most satisfactory examination of any, and that the teachers of these two classes are deserving of honorable mention. The Charles Street school passed a creditable examination in all its classes. The Grove school maintained an average rank of proficiency which deserves commendation. In the Middle Street, Parker Street, Hill and Bush Street boys schools there was considerable inequality in the recitations of the classes, some of the pupils appearing to be good grammarians, while others were very deficient, and though the exceptional classes and pupils deserve great credit, the general standing of these schools in Grammar, is not what the Committee desire, or are altogether content with.

READING.

In this no tabular view is given. The principal faults observed were an unpleasant formality and stiffness of manner, and a deficiency in the knowledge of the use and properties of marks, stops, capitals, &c. The reading was in general satisfactory. But the Committee would take this opportunity while giving credit for past progress, to remind the teachers of the several schools, that in this department perfection lies afar off, and that no pains bestowed upon it can possibly be superfluous.

HISTORY.

All the schools were examined in this branch, and the general result was quite satisfactory. The inequalities which became manifest in the course of the examination—some classes of the same grade having completed the study of the text-book in use, while oth-

ers had only advanced three or four sections—prevented to the Committee the use of any one set of questions, consequently no tabular view of comparative standing was possible. The method of instruction is very different in different schools, and between teachers in the same school. Some classes have apparently been trained to commit to memory large portions of the text, others to store up a mass of isolated facts. In none of the classes was there manifest that practical habit of study which classifies events and draws from historical narration a selected and consistent sequence. The recitations were too entirely an exercise of memory, and not of reasoning. This is undoubtedly owing to the imperfection of the text-book employed.

It is therefore the more desirable that the teachers should earnestly labor to supply the deficiency, and should accustom their pupils to correct for themselves the various incidents of the discovery and progress of this country, in such manner that they shall carry from the school room, not a mere mass of detail, but a clear and concise general view of the History they study. It is earnestly advised that the lessons should be learned and recited with as little dependence as possible upon the artificial aids of memory. The scholars should be encouraged to the freest use of their own language in preference to that of the book, and the teacher should avoid as much as possible any system of questioning by which the memory may triumph at the expense of the understanding. It is History as facts, and not as the contents of a school book, that the Committee wish to see taught.

While the Committee are desirous to express themselves decidedly as to the method of instruction, they

wish also to bear testimony to the faithfulness and assiduity of the teachers. There is no one study so difficult to teach effectively, and none where the results of faithful labor may so easily be overlooked upon the examination. It is therefore with great hesitation that the Committee have ventured to pronounce upon particular schools and classes.

The Charles Street school passed a very creditable examination, and so far as the examiner was able to judge, had been instructed in a manner more in accordance with the previous suggestions than any other. The Bush Street girls school did well, especially the first classes. The first class in the Bush Street boys school, was very large and the recitations unequal, but upon the Constitution of the United States, they did great credit to their teaching. The Grove and Middle Street schools passed a fair examination. To the Parker Street and Hill schools, it is impossible to award praise upon the examinations, while the doubt the Committee feel as to the mode of questioning, whether it was under the circumstances a fair test, equally forbids any expression of censure.

PHYSIOLOGY.

The report of the sub-committee on this branch is brief. It is only studied in four of the schools, and by comparatively few of the scholars. The examination however was gratifying, and the Committee earnestly recommend the diligent encouragement of a study so important, and with which the pupils' acquaintance will, in most cases, be limited by the term of their continuance in the Grammar Schools.

GENERAL VIEW OF THE SCHOOLS

GROVE SCHOOL.

Grammar.—Average degree of proficiency. The classes good in “Analysis,” but a more thorough acquaintance with the text desirable.

Arithmetic.—By the general examination, No. 2. Examination on written questions, of three upper classes, No. 1.

Reading.—A few readers in this school excelled; the general performance good.

Geography.—No. 7.

Spelling.—No. 5.

Writing.—Holds second rank.

History.—Passed a fair examination.

Physiology.—Passed a satisfactory examination.

BUSH STREET, GIRLS.

Grammar.—Two higher classes deserving of honorable mention.

Arithmetic.—By general examination, No. 1. Written questions, No. 2.

Geography.—No. 5.

Spelling.—No. 1.

History.—Rather above the average examination, creditable.

Writing.—One of the four schools reported equal, improved since last year.

Reading.—Good.

Physiology.—Not studied.

BUSH STREET, BOYS.

Grammar.—Not satisfactory.

Arithmetic.—No. 3.

Geography.—No. 1.

Spelling.—No. 6.

Reading.—Very good.

Writing.—In writing this is a model school.

History.—Examination creditable, especially on Constitution of the United States.

Physiology.—Not studied.

The sixth class in Arithmetic taught by the second Assistant, deserves honorable mention as a model class.

MIDDLE STREET.

The Middle Street school has been during the past year under the charge of Mr. Benjamin Evans, who did not withdraw till the close of the last school term embraced by this report.

It is but simple justice to Mr. Evans to say that he has been one of our most efficient and faithful teachers, and the loss of his services, is a source of regret to the Committee.

The Middle Street school is now under the charge of Mr. James S. Barrell.

Grammar.—No examination.

Arithmetic.—No. 5.

Geography.—No. 4.

Spelling.—No. 7.

Writing.—No examination.

History.—Not quite equal to the Grove school.

Physiology.—Passed a good examination.

Reading.—Relatively, very good.

CHARLES STREET.

Grammar.—Examination satisfactory.

Arithmetic.—No. 7.

Reading.—Some deficiency in the use and properties of capitals, stops, &c.

Geography.—No. 2.

Spelling.—No 3.

History.—Exceedingly satisfactory, especially the first class taught by the Principal, which deserves honorable mention.

Physiology.—Not studied.

NOTE.—Arithmetic. It is proper to state that it would be unjust to attach responsibility to the teachers for the low rank of this school in the above study. The school has had four different Principals in the past year, beside other changes. And the favorable report made of it in other branches is an earnest, that it is on the high road to regain the honorable position it has held in times past.

PARKER STREET.

Grammar.—Not satisfactory; the first and third classes good.

Arithmetic.—No. 4.

Reading.—All that could reasonably be desired.

Geography.—No. 6.

Spelling.—No. 2.

History.—Impossible to assign any rank.

Physiology.—Passed a good examination.

Writing.—One of the four reported equal.

HILL SCHOOL.

Grammar.—Not completely satisfactory.

Arithmetic.—No. 6.

Reading.—Generally good.

Geography.—No. 4.

Spelling.—No. 4.

History.—Not satisfactory.

Physiology.—Passed a satisfactory examination.

COUNTRY SCHOOLS.

North School.—At the close of the Summer term, Miss E. T. King resigned the charge of this school. Miss Lucy T. Clark was appointed to fill the vacancy. The number of scholars has somewhat increased—the average attendance has improved, and the examinations have generally been satisfactory. The school has an orderly and quiet appearance—is making fair progress, and may be considered as in all respects in good condition.

The present teacher has established a Sabbath School for the benefit of the children in that remote section of the city, which is sustained with a good degree of interest.

The *Perry's Neck* School has also experienced a change of teachers. At the beginning of the school year, Miss Dorothy P. King was transferred to the Cannonville School to fill the vacancy occasioned by the resignation of Miss Margaret P. White. Miss B. Snow was then appointed teacher, and remained until the close of the Fall term, when she tendered her resignation. Miss Judith S. Macomber then received an appointment, and under her charge the school is in an improving condition. The discipline is restored, the instruction is careful and thorough. At the school examinations the scholars acquitted themselves fairly. The average attendance is not so good as would be desirable. If the parents would give a little attention to this matter, an important benefit would be rendered to the school.

Haskins' Corner School is filling up its numbers again. The present teacher, Miss Phebe P. Cathell, was appointed at the opening of the school year, and has discharged her duties, it is believed, with faithfulness and success. The examinations at the close of the several terms, in all the branches of study, have been well sustained and the school appears to be in excellent condition.

The *Cannonville* School has become the largest of the country schools. Soon after the commencement of the Winter term, it was found to be necessary to appoint an assistant teacher. Miss Laura T. Bryant received the appointment. This school is generally improving, and the Committee cherish the hope that it will ere long assume an elevated position among the the schools of its class.

The *Acushnet Primary and Intermedial* School has suffered essentially from the frequent change in its teachers. During the year it has had four different ones. With such, constant changes in the method of government and instruction, it could not be expected to make much progress, and in fact, it *has* not. It must be reported in a rather low condition.

The *Acushnet Grammar* school is the *only* one of the country schools which has undergone no change of teacher since the issuing of the last Annual Report. It sustains its former character as a good school. Advanced classes are found here, and the examinations through the year have been satisfactory. The discipline and general appearance of the school is praiseworthy; and the harmonious relations existing between the teacher and the people of the District are gratifying.

There are two other schools not under the charge

of the Country School Committee, but which following the arrangement of last year's Report, may be as well referred in this connection—The schools at Clark's Point and at the Alms House.

The *Clark's Point* School at one time during the year had dwindled so that the abandonment of it was held under consideration, but it has now risen very considerably in number, and during the past term has had the attendance of about twenty. The order and discipline of the school are good, and the improvement of the pupils has been considerable.

The *Alms House* School at the date of the last Annual Report had just gone into operation, and the opinion was then expressed, that under its competent teacher it would "present a favorable report of itself in reasonable time." This expectation has been fulfilled, and the Committee are pleased with the general appearance of the school and the progress of the children in their studies. The number in attendance has been about twenty-six, and the attendance uniform and constant. The establishment of the Institution for State Paupers will, it is anticipated, reduce the number of pupils during the coming year, but when the importance of this school as a part of the system of measures for the repression of Truancy is considered, there can be no question of the duty of our successors to sustain and foster this Institution.

In this connection we would again bear testimony to the beneficial working of the Truant Ordinance, and have to acknowledge the readiness with which the City Government have co-operated with us, by the appointment of a suitable person to attend to this subject. The supervision of this very important matter has been in faithful hands during the past year, and every case

has received, it is believed, that careful consideration which its nature demanded. Very much will still continue to depend, as heretofore, upon the judicious enforcement of this Ordinance.

HIGH SCHOOL.

During the past year several changes have occurred among the teachers of this school.

At the end of the summer term, Miss Anna Webb resigned her situation as an Assistant, and her place was temporarily filled by Mrs. Woodward, who was succeeded by Miss Hannah A. Bryant.

At the close of the term ending in December, Mr. Onslow Hemmenway likewise resigned his situation as Assistant in the Male department, for the purpose of assuming the charge of a High School in another part of the State. The Committee after diligent inquiry and search, selected from a large number of applicants, Mr. Guilford S. Newcomb, who entered upon the discharge of his duties early in the succeeding term, and has as yet entirely fulfilled the expectations of the Committee, and vindicated their judgment in the selection.

Miss Anne Mitchell, the Female Principal, who had filled that station since its establishment, between two and three years ago, tendered her resignation during the Fall, to take effect at the end of the term in December. The necessity of rest was assigned as the reason of her withdrawal. The Committee desire to bear testimony to her faithfulness and efficiency as a teacher, and regret that her physical strength was insufficient to enable her to continue to discharge her arduous labors in a manner satisfactory to her conscientious sense of duty. As the vacancy occasioned by the resignation of Miss Mitchell was regarded by the

Committee as one of very great importance, a hasty appointment was deprecated. After an extended inquiry the Committee determined to seek the services of Miss Emma M. Converse, then Female Principal of the High School of Providence, and recommended to the Committee by competent authority, as in all respects a most desirable acquisition. After some negotiation Miss Converse accepted the proffered situation, and entered upon its duties at the beginning of the Winter term, and continues them with all the interest and zeal, of which her reputation gave assurance.

The school was thoroughly examined in its various departments in May and December. The results of these examinations were satisfactory in most of the branches pursued, especially in the higher branches. The classes in Geometry and Algebra were reported very favorably, while the class in Arithmetic, consisting of the first and second classes, which had been for some months reviewing the study, were not so flatteringly noticed. In the studies which belong peculiarly to a High School, the reports of the sub-committee are generally satisfactory, although not uniformly so. The Committee, in the the last Annual Report, had occasion to note a deficiency in this school, which is still observable. It was then remarked, that, as a general rule, in the lower branches of school education, those branches in which every successful applicant for admission to the High School, should be thoroughly drilled, the pupils of this school are sadly deficient. It is apparent that under the present course of study prescribed for the High School, the teachers cannot be held to much responsibility on this account. It appears that they generally teach well the branches peculiar to such a grade of school ; and the difficulty is,

that the course of advanced studies is so large and various, that little time can be appropriated for the remedying of defects in rudimental branches. In the present condition of the school the Committee earnestly recommend some change in the course of studies prescribed. The policy of the Board for some years past has been decidedly to elevate the standard of the school by increasing the qualifications necessary for admission. They have hoped to be able to continue the present advanced course of study without change, by bringing up the Grammar schools to the desired condition; but they are now satisfied, that, for a time at least, it is best to work at both ends; at the same time to raise the Grammar schools and simplify the studies of the High School, and thus establish a proper relative position between the two. When this is accomplished, continued exertions devoted to the Grammar schools will be rewarded with further progress, and in the same degree the studies of the High School may be advanced, until both grades of schools attain a position, which the Committee can contemplate and exhibit with decided satisfaction. The present condition of things is unsound. A superficial knowledge of Latin, Greek, Geometry, Algebra and the Natural Sciences is utterly valueless, unless accompanied by a thorough understanding of, and proficiency in, the elementary branches of education. The Committee desire that the High School may be able to exhibit without any exceptions, good readers, accurate spellers, and proficient in Arithmetic, Grammar and Geography, whether the knowledge is acquired before or after entrance into this school; of course they would very much prefer that it should be acquired in a lower grade of school.

To illustrate their meaning more fully, the Committee would refer to the result of the examination in spelling in December. Twenty-five words were propounded by the Committee in a distinct and audible manner, and the pupils wrote them upon slips of paper provided. The words were of ordinary occurrence and suitable to the occasion.

The following is the list offered.

Serrate.	Kaleidoscope.	Turpitude.
Atrocities.	Irascible.	Ephemeral.
Etiquette.	Duteous.	Carnivorous. <i>O</i>
Paralysis.	Valleys.	Suavity.
Tyrannize.	Compliance.	Vaccination.
Colonnade.	Concede.	Frenzy.
Diphthong.	Sluice.	Surge.
Pleurisy.	Mitigate.	Sparse.
		Gauging.

It appears by the Report of the examining Committee that in the first class, numbering ten, the greatest number of errors of any individual was *thirteen*, and the least number *seven*. In the lowest class, numbering twenty-five, the greatest number of errors was *twenty-two*, and the least number *four*. The average per centage of correct answers in the school was as follows, viz:—

First Class,	.67	Fifth Class,	.60
Second Class,	.70	Sixth Class,	.60
Third Class,	.61	Seventh Class,	.53
Fourth Class,	.55		

The result is really surprising. The exercise is particularly noticed for the reason, that the report of the sub-committee on this branch was very full and detailed, and in a transferable form.

There seems to be no reason at present, at least, why instruction in this school should not be as thorough as can be desired. The number of teachers remains unchanged, while the number of pupils has been very greatly reduced. Two years since the average attendance was reported to be *one hundred and eighty*; by the returns published in this report, it appears to have been during the year *one hundred and eleven*. Should the school in consequence of the policy of the Board, remain in its present reduced size, it is thought that the services of the fifth teacher may be dispensed with. Four teachers ought to be ample force for the proper management and conduct of the school in its present size.

The time for the examination of applicants for admission has been, as heretofore, in June and December. At the former examination the number of applicants was *forty-four*, and the number admitted was *thirty-four*, three of whom were not recommended by the High school Committee, but admitted by a vote of the Board upon other suggestion. At the December examination the number of applicants was *thirty-eight*, of whom only *three* were admitted. The fact of the admission of so very small a proportion of applicants at this time, of itself, requires some explanation; but further, in consideration of the severe comments and strictures upon the conduct of the Committee, which have been publicly uttered and industriously circulated, the Committee deem it but an act of justice to themselves to set the matter forth in its true colors.

The examination was conducted by printed questions precisely as heretofore, during three years past at least, with no additions of subjects to be examined upon. The questions in the various branches were prepared

by the members of the sub-committee on the High School, and at a meeting of this sub-committee were examined and amended, until it was agreed that they were in all respects proper in character. The questions do not differ materially from those proposed at the examination in June. In accordance with the desire of the Committee to elevate the standard of qualification for admission, it was intended before the examinations to submit questions in character about the same as in June, but to require a greater percentage of correct answers. Upon examination of the work of applicants an astonishing result was presented. In order to admit a single applicant the Committee found that instead of increasing the percentage of correct answers required, they must reduce it. In June, *sixty-seven* per cent, of correct answers were required; in December, *sixty* per cent. only were required, and even upon this reduced standard, only three fulfilled the requirement. The sub-committee on this school therefore recommended the admission of these three applicants only. The reduction of the number generally presented by the sub-committee was so startling, that in the Board great hesitation was manifested about confirming the action of the sub-committee, and the result of the discussion was the appointment of a special Committee, composed of no part of the members of the High School Committee, with instructions to examine the questions propounded to the applicants, and their answers thereto, and report whether or not it was expedient to make any additions to the list recommended by the High School Committee, and this sub-committee reported that they saw no reason to question the propriety or expediency of the action of the High School Committee, and recommended no amendment.

Upon the rendition of this report, the Board accepted the original report, and admitted *three* only of the *thirty-eight* applicants. Fortunately for the justification of the Committee against the censures of interested parties, the whole work of this examination, as of others previously, is in writing and carefully preserved. If any of the parents or friends of the rejected applicants felt aggrieved by the action of the Committee, the most prudent course for themselves, as well as just to the Committee, would have been to have inquired with a little more care into the merits of each case, before they stigmatized the conduct of the Board and the character of its members with such unmerited reproach. It is believed that if those interested and feeling themselves aggrieved, will take the trouble to examine the papers on file, few will be found disposed, after such examination, to take issue with the Committee upon the propriety of their action. The Committee, far from deprecating, invite investigation of this matter.

It is currently and flippantly said in public, “fill up the High School; make it as good as you can, but fill the seats at any rate; let the teachers be employed, since they are paid.” The Committee do not subscribe to any such doctrine, and will not lend themselves to the execution of a policy which seems to them so pernicious and ruinous to the best interests of education. If we are to have a High School in name, let it be so in fact; and if the present corps of teachers is disproportionate to the number of scholars, let their number be reduced, and a portion of them, if necessary, transferred to a schools of a lower grade.

EVENING SCHOOLS FOR ADULTS.

Some notice of these schools will appropriately close this review of the varied facilities our Common school system presents to all classes of our community. The main components of these schools are those who in less favored situations have been in the morning of life bent to unremitting toil and the sternest lessons of poverty alone. The City of New Bedford may well take pride in the ample provision she makes for their education in the elementary branches of knowledge. These adult schools in many places exist only as voluntary private charities, with occasional assistance from public funds, but we have placed them on the right foundation as permanent public institutions. They commenced on the first of October last, and will continue until the first of April ensuing, making a period of six months. The school for Males has been held on Monday, Wednesday and Friday evenings of each week, and that for Females on the alternate evenings. The average attendance of the Male department this year has been forty-five,—last year it was forty-two. The average attendance of the Females, seventy-six,—the same as last year, the variation being only an inconsiderable fraction in favor of the present. The branches taught have been Reading, Spelling, Writing and Arithmetic, with some attention to Grammar. An exercise in the Male school upon the Blackboard in the construction of sentences, the use of Capitals &c., proved interesting and profitable. Both schools have been well furnished the past season with teachers, who have generally exhibited a hearty interest in their work, and as the result, gratifying and satisfactory progress has been made.

STATISTICS OF THE SCHOOLS.

Number of Public Schools, including the two evening schools for adults,	36
Number of different scholars, of all ages, in all the Public Schools in Summer,	3,391
Number of different scholars, of all ages, in all the Public Schools in Winter,	3,856
Average attendance in all the Public Schools in Summer,	2,499
Average attendance in all the Public Schools in Winter,	2,701
Number attending under five years of age during the year,	267
Number attending over fifteen years of age during the year,	655
Number of persons in the City on the 1st day of May, 1853, between five and fifteen years of age,	3,423
Number of Male Teachers in the Public Schools in Summer,	9
Number of Female Teachers in the Public Schools in Summer,	66
Number of Male Teachers in Winter,	10
Number of Female Teachers in Winter,	69
Number of Incorporated Academies,	1
Average attendance for the year in the Incorporated Academy,	70
Number of Private Schools,	23
Estimate average attendance for the year in Private Schools,	523
Amount of Tuition paid in the Incorporated Academy,	\$2,200
Estimate amount of Tuition paid in Private Schools,	7,333
Amount received in 1853, as the City share of the income of the State School Fund,	\$729.41

PUBLIC PROPERTY.

No new School Houses have been erected during the year, but two mentioned in the last Report as in process of erection have been completed and in use the larger part of the year, viz: the Parker Street and the Cannonville.

The former was noticed at some length in the last Report as the first attempt at good taste in school architecture in our city. The present Board feel that it is a monument of progress, and trust that no other edifice of inferior materials or style will ever be erected within the limits of our city proper, for educational purposes. It was opened to the public in the month of June last, the occasion being honored by the presence of the Governor of the Commonwealth and the Mayor of the city, who, with other steadfast friends of our Public Schools, offered words of encouragement and congratulation.

The other School House at Cannonville, without the limits of the city proper, is a neat and substantial building of wood, two stories high, and adapted to the present and prospective wants of that region. The school furniture is better than that heretofore used in our country schools.

In addition to these erections, the School House at Perry's Neck has been changed in its position, enlarged and thoroughly remodelled. The school-room is now pleasant in its aspect and will accommodate forty-eight scholars.

This completes the notice of all changes and additions to the School Property within the past year.

One of the first duties of the incoming Board will be to make some adequate provision for the south-

western section of our city. There is a large and growing region there, entirely unprovided with any school within a distance which the younger class of children may reasonably be expected to attend. All the Intermedial and Primary schools existing are also in a condition too crowded for comfort or good order. The same may be said of the wants of a section of the city lying west of County street and in the vicinity of Cedar street. The Parker Street Primary school, which is the nearest, has been overflowing in numbers ever since it has been opened. But while there seems an imperative call for some further provision for the accommodation of Primary, and perhaps also of Intermedial schools, it is to be hoped that the incoming Board will not favor the dotting of our city with insignificant little structures which need to be patched up, enlarged, and multiplied in number every few years, but will act with a wise foresight of the prospective, as well as the present wants of the city, and observing the course of population, will endeavor in all their operations to favor that plan of centralization, at least as to the higher grades of schools, which for its superior efficiency and economy is winning in our larger cities, the approbation of all qualified to judge of the measure.

In this connection the present Board would most earnestly invite the attention of the proper authorities to the recommendation in the last Report, for the establishment of better provision for the Mixed School. The building in which it is now held is almost too poor for the possibility of further patching—stands on leased ground, and is not the best location for a school.

They would also renew the suggestion made last year in reference to a desired improvement in the Bush

Street school estates. There are four schools in close proximity, occupying two buildings—the buildings are old and unsightly, and with their white-washed board fence perseveringly braced up each year, are anything but an ornament to the city. From their central location and general good repute, the two Grammar schools especially, are likely to attract a large share of those from abroad, who wish to visit our schools, and the Committee think it ought to be a matter of just pride with us, to show a higher regard for our Public Schools than their outward aspect now exhibits. With all our wealth, our school houses compare most disadvantageously with those of our poorer sister cities. Our common schools are the care of the whole people, as they should be their honest pride; and we believe the citizens of New Bedford will cordially respond to the determination on the part of the proper authorities to place our school estates in a creditable condition. We would therefore renew the suggestion of last year, that as a beginning of the work of improvement, the four schools alluded to, be furnished with brick edifices of suitable architectural proportions. Probably a lot of land to the West of the present site might be advantageously exchanged for that now occupied, and a pleasanter location at the same time secured, and what is of especial importance, all interruption to the schools from the change prevented.

Should a change in the Bush Street property be delayed, the Board feel it their duty to call the attention of their successors to the class-room now used by the second Assistant in the boys' Grammar school. It is one of the smallest size, and either in summer, or in the winter, more especially the latter, with a coal stove in operation, is shamefully inadequate in the ac-

commodations it furnishes for pure air. It is bad enough to require some twenty scholars to breathe its atmosphere for half an hour, but how much worse to compel the teacher to remain in it constantly. It is a mockery to speak of teaching Physiology in our schools while we permit such outrageous infractions of its laws. The class-room in the Mixed school is also an apparatus compelling teacher and pupil to breathe carbonic acid gas. It is believed that the time will come when an enlightened community will look back with astonishment at the long tolerance of these evils. The first step towards reform is the thorough exposure and deliberate consideration of the present arrangement of our School Houses. We have made within a few years some progress in these matters, but the rate of progress should be much accelerated in the future.

FINANCIAL.

The report of the Finance Committee of the City Council exhibits the condition of the School Funds as follows, viz:

EXPENDITURES FOR THE MUNICIPAL YEAR END-
ING MARCH 1, 1854.

Teacher's Salaries,	\$22,750.63
New School Houses,	8,517.06
Alterations and Repairs,	2,875.72
Fuel,	1,285.17
Cleaning, Whitewashing, Sweeping, &c.	1,310.06
Stoves, Stove Pipe, &c.	588.73
Books and Stationary,	857.47
Adult Schools,	518.79
Salaries of Committee,	1,025.93
Incidentals,	601.32
Amount of Expenditures,	\$40,330.88
Balance to new account,	2,408.43
	\$42,739.31

CREDITS.

By Balance of old acc't, March, 1852,	\$6,365.28
“ Amount received from town of Fairhaven,	100.00
“ Amount received for sale of Cannonville School House,	44.62
“ Amount received from Commonwealth, proportion School Fund,	729.41
“ Annual Appropriation,	35,500.00
	\$42,749.31

Since the above account was closed, bills have been paid amounting to \$1,167.89, which reduces the balance to \$1,240.54.

In transferring into the hands of their successors these important interests, this Board beg to assure them that they will have no more interested observers of the progress and success of their labors, than they whose term of office now expires.

All of which is respectfully submitted.

By order of the Committee.

A. L. GLEASON, Chairman.

At a meeting of the School Committee held on Friday, the 31st day of March, A. D. 1854,

It was *voted*, That the thanks of the Board be tendered to the retiring Chairman, A. L. Gleason, Esq., for the faithfulness and efficiency of his long service.

Voted, That the above vote be printed and appended to the Annual Report.

Attest:

WM. HOWE, Secretary.

ORGANIZATION OF THE COMMITTEE.

JOSHUA C. STONE, Chairman.

STANDING COMMITTEES.

HIGH SCHOOL.—Stone, Pitman, Thomas, Mitchell, Homer, Burt, Kempton.

NORTH GRAMMAR SCHOOLS.—Thomas, Wilcox, Mitchell, Taylor, Bryant.

SOUTH GRAMMAR SCHOOLS.—Wood, Pitman, Homer, Haffards, Robinson.

NORTH INTERMEDIAL SCHOOLS.—Barney, Wilcox, Lawton, Taylor.

SOUTH INTERMEDIAL SCHOOLS.—Haffards, Wood, Hatheway, Robinson.

PRIMARY SCHOOLS—Howe, Wilcox, Lawton, Hatheway, Estes.

MIXED SCHOOLS.—Barney, Haffards, Estes.

COUNTRY SCHOOLS.—Burt, Kempton, Estes, Bryant.

EXAMINATION OF TEACHERS.—Stone, Kempton, Pitman, Wood, Thomas, Barney.

LIBRARY.—Howe, Pitman, Mitchell.

SCHOOL HOUSES NORTH.—H. A. Kempton.

SCHOOL HOUSES SOUTH.—B. G. Hatheway.

ON ADMISSIONS NORTH.—H. R. Wilcox.

ON ADMISSIONS SOUTH.—B. G. Hatheway.

ON ACCOUNTS.—Stone, Kempton, Hatheway.

WILLIAM HOWE, Secretary.

R E P O R T

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW-BEDFORD,

FOR THE YEAR

1854-55.

~~~~~  
New-Bedford:

E. ANTHONY, PRINTER TO THE CITY.

1855.





# R E P O R T .

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THE SCHOOL COMMITTEE of the City of New Bedford, for the municipal year, now drawing to a close, in compliance with statute regulation, respectfully submit their Report of the transactions of the Board, and the condition of the Department under their charge during their connection therewith.

Duly impressed with the importance and value of the interests confided to them, and solicitous that those interests should suffer no detriment at their hands, either through neglect or mistaken judgment, but that their administration might compare favorably in its fruits with any that have preceded it, the Committee entered upon the onerous duties of their trust with sincere interest, and have pursued them with constancy and patience. None can judge so well as they of the general results of their labors. They may have failed in securing many of the objects of their wishes, and it would be unreasonable to expect otherwise. They may not be able to point to any extraordinary achievement in any particular direction, upon which they would rest their claims of success; nor, indeed, would they esteem that altogether the best ambition. Their aim has been rather the infusion of increased life, energy and efficiency throughout the whole department.

They have not striven for the promotion of *specialties* in particular schools, or grades of schools, but have rather sought to improve and elevate the whole establishment by the exercise of beneficial influences permeating through all its ramifications. No part of the system has been cared for, consciously, at the expense of another; and it is confidently believed that the time and attention, which they have bestowed, has not been altogether misapplied and unprofitable. Many evils in different parts of the extended system have been modified, if not entirely removed; leaving only to those, who are to follow, the task of sustaining the impetus already given in the right direction.

The machinery has generally worked smoothly in its details; and in the character of the general sentiment of all connected with the promotion of this great interest—teachers as well as members of the Committee,—may be traced the working of good influences, which are none the less effective and fruitful, because unseen and silent in their operations. The relations between the Committee and teachers have been harmonious and satisfactory. Both have seemed to realize that there is nothing antagonistic in their relative position; that their object is the same, and that their labors should be in the same path. And, as the natural result of a consciousness of this unity of interest, the teachers have uniformly been pleased to receive any suggestions from the Committee, and have cheerfully complied with them.

The Committee are gratified in being able to say that the schools, as a whole, have been creditably sustained, and will compare not unfavorably with those of the same grade elsewhere. There may be cases in which, through causes beyond the con-

trol of the Committee, schools have not appeared to as good advantage as at some former period; but these instances are rare, and in most of them the deterioration does not involve the discredit of the teachers. Examinations have been made, from time to time during the year, of all the schools, varying in extent and thoroughness, but always sufficient to enable the Committee to arrive at a decided opinion in regard to the condition of the schools. It has been the almost invariable practice of this Board to conduct the examination themselves, instead of passively listening to exercises conducted by the teachers. This mode of examination certainly affords the surer test of the pupils' attainments; especially of their understanding of the principles of the branch of study, in which the examination is made.

The scale of salaries paid to teachers was moderately raised by the Committee at the beginning of the year. The whole amount paid this year in salaries exceeds that of the year previous by about 15 per cent. the difference being about \$3.000.

The selection of teachers has been a subject upon which the Committee have exercised much care. This is obviously the most important duty, which they are called upon to discharge, and one to which too much attention cannot be devoted. None will deny this; and yet it is believed that very many, who admit the truth of the proposition, fail of being impressed with its full meaning; that it is to very many a mere truism, which seems hardly worth the pains of illustration. It is only when it is remembered that the teacher's duties are not confined to instruction in the text books, nor his influence limited by school hours, and to the individuals for the time under his charge; when it is

considered that the school is the nursery of the State, and that the teacher acts almost directly upon the well being of general society, that the grave responsibility of his office becomes manifest.

“Education,” said Plato, “makes the man and the citizen, and the school either spoils or ennobles the nation.” The lapse of upwards of two thousand years has in no degree impaired the wisdom of this apothegm of the pagan philosopher. It is as true now, as when it was uttered; and perhaps as applicable even to our common schools as to the Academy of Athens.

The labors of a teacher in every grade of school, and especially in the lower grades, are bestowed upon impressible and ductile material. His pupils are more ready to learn from observation, example and oral instruction than from their text books; their intuitions are wonderfully quick, and their minds and hearts receive impressions without effort or consciousness, which with years are to harden into the unchangeable character of the man. If the impressions made by teaching and example in their tender years are good; if the desires of their nature and the sentiments of their hearts are directed to what is true and elevated, so that all their impulses are generous and noble, and this spirit is fostered and confirmed during their school years, all injustice and baseness and meanness will be as foreign to their manhood, as though temptation never visited them. Intellectual capacity and literary attainments, together with power and skill in using them, are, of course, absolutely essential elements of a good teacher, and are not in the slightest degree underrated; but, to make these qualities serviceable to society, character must underlie them. The statute of the Commonwealth requires this; and not only the mere possession



of moral attributes as inactive, slumbering principles, but that they should be an active, vivifying agency. With reference to our system of public education, there is especial propriety in this requirement. When it is remembered to how considerable a proportion of the pupils of our public schools the blessing of happy and refined home influences is denied, and to whom the training of the schools is all they can ever have; the early age at which children are sent to the public schools, and the large proportion of time each day during many years they are under the teacher's guidance, the importance of other instruction than that relating to their text books becomes obvious.

It should be the desire and object of those connected with the school department to send out into the world boys and girls, who may be not only able to pass a good examination in all the branches of a common English education, but who have become familiarized with sound and healthy views of life; who have been instructed and interested in the duties of the several relations of life, and who have been educated to know the true and right by intuition, and to choose it without effort; boys with healthy, manly souls in them, and girls, whose tastes and sentiments shall be pure and lofty and womanly. The end and aim of all education is to make men and women fit and competent to discharge the duties of a refined humanity in their various vocations in life; and this object never can be attained by simple instruction in Arithmetic and its kindred branches, however diligently they may be studied.

The Committee wish not to be misapprehended. They are not to be understood as depreciating the necessity of diligent application to intellectual study,

but as insisting upon the cultivation of the moral nature, as the sole condition upon which knowledge is valuable to society, or even to its possessor. The teacher, who conceives that he is discharging the whole duty of his station in requiring perfect recitations of the appointed tasks, does little credit to his profession. Much more is necessary, than ability, and the faculty of imparting intellectual instruction. He must be circumspect in his conduct, and exceedingly careful in his conversation. He must endeavor to render himself to his pupils a model of honesty, moderation, justice and self-denial, as well as to impress them with his ability and intellectual attainments. Indeed, when viewed intelligently, there is no occupation in life, in which a well balanced character is more essential to success, than in that of teacher of youth. It is said that the profession of the teacher is emerging from its hitherto unmerited obscurity, and is rising to its proper place in public estimation; and it is a happy event in the history of society. It is indicative of the progress of liberal sentiment; for the profession of teacher, as every other, will rise or fall in respectability and dignity in precise correspondence with the popular requirement. If a community is satisfied with, and encourages quacks and pettifoggers, all men, who have a just sense of the true dignity of their professions, and will neither degrade them, nor debase themselves, must of necessity retire, or be crowded out. And this is as true of the teacher's profession as of every other.

Much inconvenience is experienced by the Committee from having no room appropriated by the City Government to their exclusive use. They occupy the Council Chamber for their meetings, when the meetings of the two bodies do not fall on the same eve-

nings, which is very frequently the case. In that event, the School Committee are obliged either to postpone their meeting to such time as they can find the chamber vacant, or descend into contracted and uncomfortable quarters in the basement of the building. But beyond this reason, which touches only the comfort and dignity of the Board, there is another reason why the Committee should be provided with an apartment of their own. It is exceedingly important to the community, as well as to the Committee, that there should be some repository for the books and papers of the Committee, which would accumulate every year, if any place of deposit were provided, which are now scattered and lost. Much embarrassment has been felt in preparing this Report for this very reason, that the reports of sub-committees, made at various times during the year, and from which valuable matter might be extracted, are not to be found. There should be some place for the meetings of the Committee and for such deposit, to which the Board might have constant access. The School Committee is the only branch of the City Government not provided for in this respect.

In the pages next following are enumerated all the schools of the City, together with the names of the teachers, and the per centage and average of attendance. Such changes, as have been very recently made, will be noticed in what may be said hereafter upon the particular schools affected.

## HIGH SCHOOL.

## MALE DEPARTMENT.

|                                         | av. att. | per cent. |
|-----------------------------------------|----------|-----------|
| John F. Emerson, <i>Principal</i> .     | 44       | .95       |
| Guilford S. Newcomb, <i>Assistant</i> . |          |           |

## FEMALE DEPARTMENT.

|                                          |    |     |
|------------------------------------------|----|-----|
| Emma M. Converse, <i>Principal</i> .     | 55 | .92 |
| Eliza A. Tobey, <i>Assistant</i> .       |    |     |
| Elizabeth C. Babcock, <i>Assistant</i> . |    |     |

## PARKER STREET GRAMMAR SCHOOL.

|                                        |     |     |
|----------------------------------------|-----|-----|
| Ebenezer Hervey, <i>Principal</i> .    | 105 | .95 |
| Harriet P. Cushman, <i>Assistant</i> . |     |     |
| Abby S. Tobey, <i>Assistant</i> .      |     |     |
| Cordelia A. Morton, <i>Assistant</i> . |     |     |

## CHARLES STREET GRAMMAR SCHOOL.

|                                             |    |     |
|---------------------------------------------|----|-----|
| Abbie M. Nelson, <i>Principal</i> .         | 98 | .90 |
| Louisa E. Colburn, <i>First Assistant</i> . |    |     |
| Mary E Cranston, <i>Second Assistant</i> .  |    |     |

## MIDDLE STREET GRAMMAR SCHOOL.

|                                               |     |     |
|-----------------------------------------------|-----|-----|
| James S. Barrell, <i>Principal</i> .          | 105 | .79 |
| Mary A. Underwood, <i>First Assistant</i> .   |     |     |
| Margaret T. Barker, <i>Second Assistant</i> . |     |     |
| Abbie A. K. Howard, <i>Third Assistant</i> .  |     |     |

## BUSH STREET BOYS' GRAMMAR SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Sylvander Hutchinson, <i>Principal</i> .     | 107 | .93 |
| Julia A. M. Clark, <i>First Assistant</i> .  |     |     |
| Phoebe R. Cathell, <i>Second Assistant</i> . |     |     |

## BUSH STREET GIRLS' GRAMMAR SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| Hannah B. Robinson, <i>Principal</i> .    | 85 | .93 |
| Amanda Hinckley, <i>First Assistant</i> . |    |     |
| Mary E. Smith, <i>Second Assistant</i> .  |    |     |

## GROVE GRAMMAR SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Ivory S. Cornish, <i>Principal</i> . | 81 | .93 |
| Ann M. Bonney, <i>Assistant</i> .    |    |     |

## ACUSHNET GRAMMAR SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| William A. Chamberlin, <i>Principal</i> . | 38 | .86 |
|-------------------------------------------|----|-----|

## MIXED SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| Nehemiah Lincoln, Jr., <i>Principal</i> . | 54 | .91 |
| Mary C. Slocum, <i>Assistant</i> .        |    |     |



## PARKER STREET INTERMEDIAL SCHOOL.

|                                         | av. att. | per cent. |
|-----------------------------------------|----------|-----------|
| Annie R. Commerford, <i>Principal</i> . | 58       | .88       |
| Sylvia A. Chace, <i>Assistant</i> .     |          |           |

## KEMPTON STREET INTERMEDIAL SCHOOL.

|                                             |     |     |
|---------------------------------------------|-----|-----|
| Elizabeth Howland, <i>Principal</i> .       | 104 | .86 |
| Betsey T. Wing, <i>First Assistant</i> .    |     |     |
| Sarah M. Simmons, <i>Second Assistant</i> . |     |     |

## MAXFIELD STREET INTERMEDIAL SCHOOL.

|                                                  |    |     |
|--------------------------------------------------|----|-----|
| Eliza J. D. Shepherd, <i>Principal</i> .         | 81 | .84 |
| Anna M. Harlow, <i>First Assistant</i> .         |    |     |
| Emeline H. Richardson, <i>Second Assistant</i> . |    |     |

## CHARLES STREET INTERMEDIAL SCHOOL.

|                                    |    |     |
|------------------------------------|----|-----|
| Clara D. Cory, <i>Principal</i> .  | 63 | .87 |
| Eliza C. Lewis, <i>Assistant</i> . |    |     |

## WILLIAM STREET INTERMEDIAL SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| Mary E. Savery, <i>Principal</i> .        | 86 | .86 |
| Mary H. Crowell, <i>First Assistant</i> . |    |     |
| Susan E. Brown, <i>Second Assistant</i> . |    |     |

## BUSH STREET INTERMEDIAL SCHOOL.

|                                     |    |     |
|-------------------------------------|----|-----|
| Mary T. Congdon, <i>Principal</i> . | 68 | .87 |
| Mary E. Allen, <i>Assistant</i> .   |    |     |

## SIXTH STREET INTERMEDIAL SCHOOL.

|                                            |     |     |
|--------------------------------------------|-----|-----|
| Sarah D. Ottiwell, <i>Principal</i> .      | 106 | .91 |
| E. Emily Cushman, <i>First Assistant</i> . |     |     |
| Charlotte Carr, <i>Second Assistant</i> .  |     |     |

## HILL INTERMEDIAL SCHOOL.

|                                     |    |     |
|-------------------------------------|----|-----|
| Helen M. Gordon, <i>Principal</i> . | 73 | .89 |
| Jane M. Gardner, <i>Assistant</i> . |    |     |

## GROVE PRIMARY AND INTERMEDIAL SCHOOL.

|                                            |    |     |
|--------------------------------------------|----|-----|
| Caroline E. Bonney, <i>Principal</i> .     | 95 | .84 |
| Harriet N. Allen, <i>First Assistant</i> . |    |     |
| Mary J. Chase, <i>Second Assistant</i> .   |    |     |

## ACUSHNET PRIMARY AND INTERMEDIAL SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Hannah S. Payson, <i>Principal</i> . | 30 | .81 |
|--------------------------------------|----|-----|

## HILL PRIMARY SCHOOL.

|                                        |    |     |
|----------------------------------------|----|-----|
| Susan T. Shearman, <i>Principal</i> .  | 50 | .83 |
| Eleanor Commerford, <i>Assistant</i> . |    |     |

## PARKER STREET PRIMARY SCHOOL.

|                                      | av. att. | per cent. |
|--------------------------------------|----------|-----------|
| Anna R. Thornton, <i>Principal</i> . | 67       | .79       |
| Abby F. Bryant, <i>Assistant</i> .   |          |           |

## MAXFIELD STREET PRIMARY SCHOOL.

|                                           |     |     |
|-------------------------------------------|-----|-----|
| Mary B. White, <i>Principal</i> .         | 102 | .79 |
| Amanda J. Clark, <i>First Assistant</i> . |     |     |
| Joanna P. Nash, <i>Second Assistant</i> . |     |     |

## CHARLES STREET PRIMARY SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Jane M. Cook, <i>Principal</i> .             | 113 | .76 |
| Lucinda C. Perry, <i>First Assistant</i> .   |     |     |
| Susan M. Tompkins, <i>Second Assistant</i> . |     |     |

## WILLIAM STREET PRIMARY SCHOOL.

|                                                |     |     |
|------------------------------------------------|-----|-----|
| Sarah H. Hewins, <i>Principal</i> .            | 100 | .79 |
| Clarissa S. Staples, <i>First Assistant</i> .  |     |     |
| Caroline S. Randall, <i>Second Assistant</i> . |     |     |

## BUSH STREET PRIMARY SCHOOL.

|                                              |    |     |
|----------------------------------------------|----|-----|
| Anna M. Bailey, <i>Principal</i> .           | 93 | .88 |
| Lucy A. Manchester, <i>First Assistant</i> . |    |     |
| Mary A. Sandford, <i>Second Assistant</i> .  |    |     |

## SIXTH STREET PRIMARY SCHOOL.

|                                               |    |     |
|-----------------------------------------------|----|-----|
| Harriet N. Covell, <i>Principal</i> .         | 90 | .85 |
| Susan R. Nichols, <i>First Assistant</i> .    |    |     |
| Sophia E. Haffords, <i>Second Assistant</i> . |    |     |

## GRIFFIN STREET PRIMARY SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Mary R. Howe, <i>Principal</i> .     | 64 | .84 |
| Maria T. Lothrop, <i>Assistant</i> . |    |     |

## NORTH SCHOOL.

|                                       |    |     |
|---------------------------------------|----|-----|
| Amantha J. Borden, <i>Principal</i> . | 25 | .80 |
|---------------------------------------|----|-----|

## PERRY'S NECK SCHOOL.

|                                        |    |     |
|----------------------------------------|----|-----|
| Judith S. Macomber, <i>Principal</i> . | 22 | .83 |
|----------------------------------------|----|-----|

## HASKIN'S CORNER SCHOOL.

|                                         |    |     |
|-----------------------------------------|----|-----|
| Miranda A. Williams, <i>Principal</i> . | 28 | .79 |
|-----------------------------------------|----|-----|

## CANNONVILLE SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Dorothy P. King, <i>Principal</i> .  | 59 | .86 |
| Louisa F. Bryant, <i>Assistant</i> . |    |     |

## CLARK'S POINT SCHOOL.

|                                 |    |     |
|---------------------------------|----|-----|
| Sarah Brett, <i>Principal</i> . | 10 | .68 |
|---------------------------------|----|-----|

## ALMS HOUSE SCHOOL.

|                                        | av. att. | per cent. |
|----------------------------------------|----------|-----------|
| Hannah S. Macomber, <i>Principal</i> . | 19       | .98       |

## EVENING ADULT SCHOOL.

## MALE DEPARTMENT.

|                                      |    |
|--------------------------------------|----|
| Philander Bryant, <i>Principal</i> . | 37 |
| Cyrenus Haskins, <i>Assistant</i> .  |    |

## FEMALE DEPARTMENT.

|                                     |                       |
|-------------------------------------|-----------------------|
| Ivory S Cornish, <i>Principal</i> . | 75                    |
| Mary T. Congdon, {                  | } <i>Assistants</i> . |
| Anna M. Bailey, {                   |                       |
| Susan T. Congdon. }                 |                       |

To these may be added the new school just established on Cedar street. It is a Primary school, and opened soon after the beginning of the present term, under the charge of Miss Dorothy P. King.

## PRIMARY SCHOOLS.

In consequence of the want of accommodation in the Hill *Primary and Intermedial* school room for all who applied for admission, it was found necessary by the Committee to divide the school. During the summer the *Primary* school was kept in an apartment hired in the vicinity of the Hill School House, which was, however, contracted and altogether unsuited to the purpose, but the only one to be obtained. Upon the suspension of the *Hill Grammar* school in the fall, the *Intermedial* school was moved up stairs, and the *Primary* school took possession of the lower story of the building, and is now, of course, well accommodated.

The schools of this grade have been very much interrupted during the past year by the great prevalence of the Measles, Whooping Cough, Varioloid &c.

Some of them, for a time, have been almost broken up from this cause. Taking this fact into consideration, the attendance has been remarkably well sustained. It is believed that these schools, generally, are doing their appropriate work. Great progress in study is not to be expected. Constant drill is what is most required. Long continued application of mind ought not to be expected; nor should long confinement of body be tolerated, nor every expression of innocent joyousness, incident to early childhood, be harshly repressed. The maintenance of decent order and strict attention to the instruction of the teacher during short periods is all that can reasonably be desired. The Primary teacher requires for success peculiar qualifications. She must be fond of children, understand their nature, and be able to sympathize in their joys and troubles. Literary attainments will not compensate for the want of these qualities. It is by no means unfrequent, that a teacher of great acquirements utterly fails in a Primary school. When, therefore, one is found well qualified for a Primary teacher, it would seem best to give such a salary, as will make her satisfied with her position, and quiet all desire for what, from an increase of pay, is regarded as promotion.

The reports of the sub-committee on these schools represent their condition as follows, viz:

The *Hill Primary* School during the greater part of the year from the time of its separation from the *Intermediate* school, especially during the summer and fall, was much broken up by the prevalence of the Measles and Varioloid, and until the middle of the fall, the school was miserably provided for; though, as has been before stated, the Committee could do no better for it under the circumstances. The wants of



the school required two rooms, but only one apartment could be hired in the neighborhood, and even that in an unsuitable location. Since the school has occupied its present quarters, its appearance and real condition is much improved.

The *Parker Street Primary* School appears well. In this school there is much need of a class room, and the subject was recently referred to a sub-committee with instructions to report the most judicious mode of accomplishing the object. Two recitations going on at the same time, in different parts of the same room is very prejudicial to the maintenance of a good school.

The *Charles Street Primary* School still continues to be the largest Primary school in the City. During a portion of the year four teachers were employed, though the room was designed for but two, or at most three. Miss Cranston, for some time Principal, finding the labor and fatigue attending the charge of so large a school wearing upon her health, was, at her own request, appointed an Assistant in the *Charles Street Girls' Grammar* school. The attendance diminishing about that time from sickness or other cause, it was thought by the Committee, that three teachers could carry on the school; and so they have continued to do to the present time with much credit. Miss Jane M. Cook was appointed Principal in the place of Miss Cranston, transferred.

The *William Street Primary* School is well reported. The uniformity in the exercises was worthy of favorable comment. The school is under the guidance of the same teachers as last year, and for some time previous, and exhibits the advantages of such permanency.

The *Bush Street Primary* School. The number at-

tending this school had become so large, that during the summer it was thought necessary by the Committee to add another Assistant, making three in all. The appointment was conferred on Miss Mary A. Sandford. It became, unhappily, necessary, in consequence, to partition off a portion of the main room for a class room. The influence exerted in this school is believed to be good, and the exercises were very creditable.

The *Sixth Street Primary* School. In this school Miss Haffards was appointed to the place of second Assistant, made vacant by the transfer of Miss Bryant to the *Parker Street Primary* School. This school has suffered much during the year from interruptions occasioned by sickness, and is not therefore to be judged by a very severe standard.

The *Griffin Street Primary* School sustains its former good reputation. Good order is preserved, but at the same time there is an entire absence of that rigid restraint, which is so painful to observe in children. The exercises were very good. In the words of the last Annual Report, "it is a pleasant school to visit."

The *Maxfield Street Primary* School is under the same management as at the beginning of the year, and, considering the disturbance occasioned to the school during the greater part of the year by the blasting of rocks, and hammering of stone in its immediate vicinity, for a capacious public reservoir, has maintained its commendable position remarkably well.

The wants of the western section of the City required the establishment of another Primary school, and a building has just been completed by the City authorities, on the corner of Cedar and Maxfield streets, to meet that want, in which a new Primary school has been established under the charge of Miss King.

## INTERMEDIAL SCHOOLS.

These schools have suffered to some extent in the same way as the Primary, in consequence of interruptions in attendance by epidemic disease. They are, as a whole, in quite as good a condition as can be expected, and in most of them much progress has been made.

In this grade of school one may reasonably expect to find more diligent application to study, more orderly demeanor, and some considerable knowledge of rudiments. It has always been observed with regret by the Committee, that pupils, encouraged by their parents, are in exceeding haste to leave these schools, and enter the Grammar schools. It is a great mistake. It is vastly better to be well prepared, than be able only just to squeeze in, and struggle along, and at the same time drag down the school below its desired standard.

The *Grove Primary and Intermedial* School is the only remaining instance in the City proper of the union of schools of different grades. It is much to be hoped, that an expedient way will show itself shortly, by which this school can be divided. At the beginning of the year, the Primary and Intermedial schools at the Hill were united, but favoring circumstances enabled the Committee to make a separation. A union is disadvantageous to both schools in an almost equal degree. The *Grove Intermedial* school is favorably reported, and within two or three years has very greatly improved. During the summer term leave of absence was granted to Miss Bonney, the Principal, in consequence of ill health, and her place was supplied by Mrs. Allen, the First Assistant, who sustained the increased burden, thus imposed upon her, very creditably.

The *Sixth Street Intermedial* School. At one period



during the year this school was reported to the Board as not quite equal to what it had been in times past. The teachers were not exactly held responsible, but for some reason the school did not appear as well as was expected. During the latter half of the year, however, it seems to have regained its former position.

The *Bush Street Intermedial* School is in a good condition. The teachers have long been connected with the school, and understand their duties. An excellent influence is exerted there.

The *William Street Intermedial* School continues to maintain its excellence.

The *Charles Street Intermedial* School appears very well. It was reported last year as having fallen off in the branch of Reading. Especial attention to this defect has probably been the consequence, and the exercises in this branch are now excellent.

The *Kempton Street Intermedial* School, notwithstanding it is presided over by one of the most judicious and capable teachers in the service, has suffered somewhat in its general character and appearance from the evil influences of a few troublesome and turbulent children, who are sustained in their insubordination by their parents, and who ought properly to be removed to such a school as the Mixed school. It has been sometimes necessary for the teachers to call upon the Committee to quiet difficulties. In spite of this serious disadvantage the school exhibits the result of good management and teaching.

The *Maxfield Street Intermedial* School. In the latter part of the year Miss Smith was transferred from the Second Assistant's place in this school to the *Bush Street Girls' Grammar* School, and Miss Richardson was appointed to her place, but being altogether inex-



perienced in teaching, could not be expected at once to make good the vacancy occasioned by Miss Smith's transfer. This school, as well as the Primary school, underneath, has been much annoyed during a great part of the year by the blasting of rocks and the hammering of stone under their windows. The violent explosions, and the monotonous clicking of the stone drill naturally wrought very much on the nerves of both teachers and pupils, and much credit is really due to both, that no request was pressed to have the school temporarily suspended. It was necessary for a long time to keep the blinds closed on the Pleasant street side of the building, and the children could not safely be allowed to play out of doors. Considering these disadvantages, the school has made very commendable progress, and exhibits a remarkable degree of good order.

The *Parker Street Intermedial* School ranks but fairly among the schools of its grade.

The *Hill Intermedial* School is a very orderly, well kept school. Improvement during the past year is very perceptible.

Sufficient importance is not ordinarily attached to these schools. It is of very great consequence, that the work, appointed to them to do, should be well done. The Committee find much pleasure in the belief that some of the best teachers in the service are at the head of some of the schools of this grade.

#### MIXED SCHOOL.

This school continues to fulfil the expectations and hopes of the Committee. The teachers remain unchanged, and they have continued to labor with much

fidelity. Considering the material of the school, they seem to have done quite as much as any other in the service. Mr. Lincoln, the Principal, has been in the school since its establishment, and thoroughly understands his task. He ranks with the best of the Grammar masters in his qualifications for teaching. There is no school in the City better governed than the Mixed school. The exercises of the pupils were very satisfactory.

A great improvement has been made in the appearance of the school room within the past few months. Despairing of securing the erection of a new building for this school during the year now closing, the Committee felt impelled by a strong sense of duty to improve in some measure the building now occupied, though fearing to do very much, lest the reply should be made in answer to a future application for a new building, that so much money had been recently expended on the old building, it was hardly worth while to abandon it before realizing some benefit of the improvement. The desks removed were old, and once discarded when they were placed in this school, and there can be no excuse for having put them there, except that the establishment of the school was regarded as an experiment, and economy was an object. The general aspect of the room corresponded with the desks, and it is a matter of surprise that good teachers could be induced to stay there, and much more so, that they have been able to keep up the attendance of the school to what it has been. The school room has been painted, and thoroughly cleaned and new floored, and has entirely lost its gloomy, repellant air. The general neatness of the room, and especially the care that has been taken by the scholars to preserve the fair appear-

ance of the furniture, cannot be sufficiently commended. This unexpensive improvement has operated most favorably upon the school. The Committee still deem it their duty to repeat the recommendation of better provision for this school in some less public locality than "Market Square." A similar school for girls is much needed.

### COUNTRY SCHOOLS.

These schools have been visited and examined from time to time during the year. At the close of the last term a minute examination was made of all of them in some branches. In the report of the sub-committee they appear as follows, viz :

The *Acushnet Grammar School*. During a large part of the year, the attendance has been rather small in consequence of prevailing sickness. The performances were generally creditable. The first class in Arithmetic was thought deserving of particular commendation. The exercises in Reading and Grammar were favorably noticed.

The *Acushnet Primary and Intermedial School* has been considerably interrupted at different times of the year, particularly the last part, from the same cause which has affected the last named school. This school has been heretofore reported as in a rather low condition. It is thought, however, that it has latterly improved. There is certainly an improvement in point of order and general appearance. When a new school is established in the neighborhood of Belville, the attendance of this school and the Grammar school will be probably so much reduced as to render it expedient to unite them.



In consequence of ill health, Miss Payson has resigned the charge of this school, and Miss Susan E. Harrington has been appointed in her place.

The *North School*. During the past six months this school has been under the charge of Miss Borden, but is now committed to Mrs. Jane C. Thompson, who has quite recently entered upon her duties. The result of the examination of the school has caused the Committee very much to regret that Miss Borden could not be induced to remain longer in charge. The general management of the school, and many of the exercises were excellent.

The *Perry's Neck School* has improved in attendance, though the number belonging to the school has somewhat diminished. The exercises of the school are reported as generally good.

The *Haskin's Corner School* is not reported quite as favorably as last year, though no reproof was implied. The exercises generally were reported to be *fair*, those in Arithmetic were reported as something below that.

The *Cannonville School* is not very favorably reported. Its condition is not thought to be equal to what it was a year ago. It is a large school, and for the past year, at least, has been an exceedingly hard school to govern. The health of the Principal has not been equal to the task, and, at her request, she has been transferred to the less arduous, but no less important station of Principal of the new Primary School on Cedar street. This school has suffered much for some time past from the attendance of a number of large boys, who have caused the teachers much trouble and vexation, and who should have been under the more rigid discipline of a man. This source of an-



noyance, however, is now removed, and it is thought, the school will revive. Miss Charlotte E. Mendall has just been appointed its Principal.

The *Point* School is exceedingly small. The average attendance throughout the year has been only *ten* ; sometimes falling below that number. It lacks life and spirit. It is well deserving the consideration of the incoming Board, whether or not it is expedient to continue the school. The expense of its maintenance is certainly disproportionate to its usefulness, as compared with all the other schools.

The *Alms House* School continues to be well conducted, and the visits of the Committee have satisfied them of its usefulness. During the past year nearly four-fifths of its members have been *truants*, sent there by order of the Police Court ; and it is believed that the number might be considerably increased. The operation of the Truant Law has been salutary. Its effect upon those sent to this school has almost uniformly been reformatory. The Alms House is not exactly the place for the establishment of such a school, but it was the best arrangement that could be made for the time. It is much to be hoped that the City Government will consider favorably the propriety and expediency of establishing a *Farm School* within the limits of the City, where unruly children can be better cared for. It is a project, which has recommended itself to many of our intelligent citizens, and one which could be carried out at moderate cost.

#### GRAMMAR SCHOOLS.

The Committee are gratified in being able to report encouragingly concerning these schools. There is room for improvement, of course, but, taking all things

into consideration, they find reasonable expectation fulfilled. Increased thoroughness in the preparatory schools will do more than anything else to advance the condition of the Grammar Schools. There should, at least, be nothing to unlearn after admission to them.

The general examination of these schools was made at the close of the winter term. In consequence of some misunderstanding among the Committee, the plan of examination adopted last year was not entirely carried out, and no tabular view of the result can be offered. But it can be considered no great loss or misfortune after all ; for a report of the general condition of schools ought not to be based upon the result of any one such examination as the Committee are able to make, but upon the result of constant observation throughout the year. It is for this reason, it is considered of so much importance that the schools should be frequently visited. It is very easy to see that great injustice may be done to some schools in a report, based upon the result of a single examination.

The number of Grammar Schools has been reduced within the past year. The *Hill Grammar School* was indefinitely suspended at the close of the fall term. The reason, which induced this act on the part of the Committee, was the reduced attendance. It was found that by an alteration in the lines of the districts into which the City is divided, that all the scholars attending the *Hill School* could be accommodated elsewhere. The *Middle Street* and the *Charles Street Grammar Schools* received a portion of those, who had attended the *Parker Street Grammar School*, and this last named school received those who had attended the *Hill*. A saving of expense to the City was, of course, effected by the change, but it was not done without great op-

position on the part of some of those, whose children were transferred from the *Hill*, on account of the greatly increased distance from their homes to school.

Mr. Cornish, the Principal of the *Hill* School at the time of its suspension, was transferred to the *Grove Grammar* School to fill the vacancy in the Principalship of that school, occasioned by the resignation of Mr. Brown. Miss Tobey was transferred to the *Parker Street Grammar* School, which, in consequence of the accession to its numbers, required an additional Assistant.

The *Parker Street Grammar* School, in order to accommodate the scholars from the *Hill*, was materially altered in its interior arrangement. The Committee were, moreover, exceedingly glad of an opportunity of introducing, by way of experiment at least, the arrangement lately adopted in many places where the public schools are a subject of much pride, and which is confidently recommended by those most interested in and familiar with the system of public education.

The partitions, forming the class rooms, were removed, throwing the second story of the building into one large oblong square room. This was then equally divided into four rooms by means of sliding partitions; thus giving to each teacher the charge of a distinct room, instead of giving to the Principal the charge of the whole school, excepting such parts as might happen to be in the class rooms. The partitions are so arranged, that in the morning when the school assembles, and at such other times, as it is desired, the four rooms are thrown into one, and again separated without noise or delay. This change was made in the early part of the winter, and sufficient time has not elapsed to test fully the experiment. The Committee have, however, great confidence in its success.



Notwithstanding the introduction of a large number of new scholars into this school at the beginning of the winter term, its appearance and condition is very satisfactory. The large percentage of attendance, which Mr. Hervey has always been able to secure, has been inconsiderably diminished by those scholars, who formerly attended the Hill school, and whose distance is now very great from school. A much greater falling off might reasonably have been anticipated, not only in the attendance, but in the general character of the school by the transfer of the scholars from the Hill, accustomed to a different manner of teaching and government, and not altogether satisfied, moreover, with the change, which added so considerably to their daily walk. The classes in all branches appeared well. One in Geography was thought deserving of especial comment, and one in Physiology is the best in all the Grammar schools.

The *Charles Street Grammar School* is under excellent management. The teachers are capable and accomplished, and the relation between the teachers and scholars is believed to be harmonious.

The *Middle Street Grammar School*. The Committee have reason to be satisfied with what has been done in this school during the past year. The teachers have been faithful to their trust, and the Principal, especially, has exerted himself to infuse a better spirit into the school. It has always been a very large school, composed entirely of boys, and has never enjoyed a very high reputation with the present or previous Committees. The attendance has always been irregular. Truancy and moral obtuseness, generally, have characterized the school; and, as a necessary consequence, the same progress in study has not heretofore been



made as in most of the other schools. The Principal has done much to mitigate the roughness and rudeness of his pupils; enough, at least, to induce the hope that the school may, at some no very distant day, rank more than fairly. The process is necessarily a slow one, and success must be awaited patiently. The method of teaching adopted by the Principal, in some branches particularly, is much to be commended. "*Multum, non multa*" is his theory.

It is thought that the new arrangement, introduced into the *Parker Street Grammar School*, can be repeated to great advantage here. It is a sufficient task for one person to govern this large school, assembled in one room, and it is surprising that as much instruction can be imparted as results show.

The *Bush Street Boys' Grammar School* is well governed and well taught. The government is mild, but firm and judicious. The exercises throughout the year, whenever visited by the Committee, have been exceedingly good. This school, it is thought, exhibits the best class in Arithmetic in any of the Grammar schools.

The *Bush Street Girls' Grammar School* requires no extended notice. It has for many years enjoyed an enviable reputation, and never has been more deserving of it than at present.

The *Grove Grammar School* has labored under what is always for a time a disadvantage, a change of teacher. Mr. Cornish has been in the school but one term, and, though the school appears very fairly now, it will undoubtedly show great improvement in reasonable time. Some of the classes, especially in Geography, showed great want of thoroughness.

In closing their remarks upon these schools, the Committee desire to express their sense of the impor-

tance of devoting more time to *Analysis* in the teaching of Arithmetic. In those schools where this subject has received much attention, the good results were very manifest upon examination.

### HIGH SCHOOL.

In consequence of the enfeebled condition of Mr. Emerson's health, the Committee, bearing in mind the long and faithful service which he had rendered to this community in the capacity of public teacher at the head of the school system, granted to him leave of absence from his station for a period of six months. During his absence Mr. Newcomb was the acting Principal of the school, and the services of Mr. William W. Warren were engaged to aid in the labor of the male department. In this latter appointment the Committee were fortunate, and the injury to the school consequent upon the absence of Mr. Emerson, was very much mitigated. Mr. Emerson returned to his duties, in improved health, at the beginning of the winter term, and it is sincerely hoped that the relaxation from care, at this time, will very much prolong his usefulness.

The school was examined quite thoroughly at the close of the fall term, and appeared very well. A considerable portion, however, of those admitted six months previously showed in the examination, that they had made too much haste in seeking admission to this school. The exercises generally were very satisfactory, and no one can question the competency of any of the teachers to impart instruction. But, notwithstanding, the school did suffer in consequence of Mr. Emerson's absence. The Committee regretted exceedingly to find that there was not that harmony and unanimity among

the teachers, which is vital to the interests of a school. They do not now undertake to apportion the blame which attaches somewhere, but simply to record the fact, that they are not satisfied with the conduct of the school during the summer and fall terms. Their experience leads them to doubt very much the policy of a double headed school. It is anomalous in practice, and false in theory; and it is recommended to the incoming Board to abolish the office of female Principal in this school. The departments are too intimately connected not to be under one head. The advocates of the present arrangement pre-suppose there will always be union of sentiment and mutual co-operation, which can by no means be relied on.

The examinations for admission were, as usual, in June and December. At the former examination forty-five were examined, and all were admitted. At the latter examination fifty-four were examined, of whom thirty-five were girls, and nineteen boys, and eleven were admitted, of whom seven were girls and four were boys. The great difference in the numbers admitted shows clearly enough that a higher standard of qualification was required at the latter, than at the former examination. It is very much to be desired, that there should not be so great fluctuation, as is indicated by these results. In December, 1853, thirty-eight applicants were examined and only three admitted; this it will be observed was followed in June by the admission of forty-five, and this again in December last by the admission of eleven out of fifty-four. The opinion still prevails, to the great damage of the interests of the High School, that the seats must be filled with something.

The exhibition at the close of the term in Decem-



ber was very creditable to the school. A few of the exercises were of such merit as to command the general favor of the audience, and of themselves were almost sufficient to give a marked character to the entertainment. The large school room was densely filled, indicating a degree of public interest, which was as encouraging to those connected with the school department, as it was agreeable and flattering to the pupils.

### ADULT EVENING SCHOOL.

The establishment and maintenance of this school is creditable to the City, as an act of enlightened policy. In usefulness it is not surpassed by any school in the City. As heretofore, the school was opened about the first of October and will continue till the first of April, making a period of six months. The sessions of the male and female departments have been held on alternate evenings. The attendance of females has been larger than that of males. The average attendance in the male department has been in the near neighborhood of forty, while that in the female department has been nearly double that number. Mr. Bryant, the Principal of the male department, resigned his situation in the latter part of February, and the school, as usual towards spring, lessening in number, it was not thought necessary to supply his place. This department is now, therefore, under the management of Mr. Haskins.

The progress of those who attend these schools is slow, from the reason that they have grown to maturity without ever having exercised their minds with study of any kind, and it is only by patient resolution and hard work, that they can acquire any book knowl-



edge. Nothing but a keen desire to learn would reconcile them to the irksomeness of the task. In many instances, diligence has been singularly well rewarded. Many can now read intelligently, to whom at the beginning of the session a book was as meaningless as blank paper.

In a school of this character nothing like classification can be attempted, and for this reason a much larger number of teachers might be profitably employed. The attendance, too, is necessarily fluctuating. No difficulty has ever been experienced in maintaining order. The sessions of this school have been held in the Mixed School House, into which gas has been introduced with especial reference to its accommodation.

#### SCHOOL PROPERTY.

There has been but a single School House added to the number during the past year, and that one has been erected on the corner of Cedar and Maxfield streets, and it is just completed. It is a wooden two story building, well finished, and conveniently arranged. A Primary school has been established in the lower story. The upper story has not been finished, and will not be until the wants of the neighborhood require another Intermedial school, which is anticipated. The lower floor is divided into two rooms of equal size, after the arrangement of the *Parker Street Grammar* school, and the Committee sincerely hope that the plan of partitioning off small, ill ventilated class rooms will find no favor with their successors.

The *Bush Street Boys' Grammar* School has been somewhat improved by the erection of a porch at the south end of the building, and changing the entrance

from the north to the south end. One of the class rooms has been considerably enlarged thereby.

The alterations in the *Parker Street* School house have been already noticed.

The south western section of the City, which has filled up, and spread very much within the last few years, is entitled to a Primary and Intermedial school in that neighborhood. They have waited patiently, and should be postponed no longer.

During the year it was voted by the Committee to establish a school at Belville in answer to an urgent petition from that district, and an appropriation was made by the City Council for the purpose of purchasing a lot and erecting a suitable building. With great difficulty, and after considerable lapse of time, a lot was obtained, which it is thought will very well answer the purpose, and a building of moderate dimensions and cost is now in course of erection, and will be soon completed.

In accordance with the recommendation of the Committee, a lot was recently purchased on the corner of State and Franklin streets for the erection of a building designed to accommodate a Primary and an Intermedial school.

## FINANCIAL.

The condition of the School Funds on March 1st, 1855, is exhibited in the following statement, viz:

EXPENDITURES FOR THE YEAR ENDING  
MARCH 1, 1855.

|                                       |             |
|---------------------------------------|-------------|
| Teachers' Salaries,                   | \$24,368.09 |
| Fuel,                                 | 2,098.67    |
| Committee,                            | 592.50      |
| Books and Stationery,                 | 793.01      |
| Alterations and Repairs,              | 3,589.07    |
| Stoves, Pipe, &c.                     | 833.99      |
| Cleaning, Whitewashing, Sweeping, &c. | 1,253.93    |
| Land for New Houses,                  | 1,349.33    |
| Incidental,                           | 820.12      |
|                                       | <hr/>       |
| Amount of Expenditures,               | \$35,698.71 |
| Balance to new account,               | 9,157.71    |
|                                       | <hr/>       |
|                                       | \$44,856.62 |

## CREDITS.

|                                    |             |
|------------------------------------|-------------|
| By Balance 1st of March, 1854,     | \$2,408.43  |
| " Annual Appropriation,            | 35,000.00   |
| " Am't received from Commonwealth, | 821.52      |
| " Error in E. Lewis' Bill,         | 26.67       |
| " Permanent Loans,                 | 6,600.00    |
|                                    | <hr/>       |
|                                    | \$44,856.62 |

Whatever degree of success may have attended the labors of the Committee, they have the satisfaction of knowing that they have honestly endeavored to promote the interests confided to them; and they can especially congratulate themselves, that unusual harmony has marked their councils.

All of which is respectfully submitted.

By order of the Committee,

JOSHUA C. STONE, Chairman.

NEW BEDFORD, March 19, 1855.

At a meeting of the School Committee of the City of New Bedford, held this day, Rev. M. G. Thomas presented the following Resolution.

*Resolved*, That the thanks of this Board be presented to their Chairman, Joshua C. Stone, Esq., for the impartial, able and very acceptable manner in which he has discharged the arduous and many duties of his office.

By a unanimous vote of the Board it was

*Voted*, That the above Resolution be adopted and appended to the Annual Report.

Attest:

WILLIAM HOWE, Sec'y.



# SCHOOL COMMITTEE

FOR

1 8 5 5 .

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WARD No. 1.—ALANSON BORDEN,  
“ “ JAMES M. LAWTON,  
“ “ JOHN DAVIS.

WARD No. 2.—PHILANDER BRYANT,  
“ “ HENRY F. THOMAS,  
“ “ WILLIAM WILCOX.

WARD No. 3.—AMASA L. GLEASON,  
“ “ JAMES TAYLOR,  
“ “ AZARIAH ELDRIDGE.

WARD No. 4.—JOHN WEISS,  
“ “ JONATHAN WHEELER,  
“ “ BENJAMIN V. STEVENSON.

WARD No. 5.—CHARLES HAFFARDS,  
“ “ WILLIAM HOWE,  
“ “ EDWARD P. ABBE.

WARD No. 6.—WILLIAM H. TAYLOR,  
“ “ WILLIAM W. CRAPO,  
“ “ ALBERT G. STANTON.

# ORGANIZATION OF THE COMMITTEE.

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ALANSON BORDEN, Chairman.

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## STANDING COMMITTEES.

HIGH SCHOOL.—Borden, Gleason, Eldridge, Weiss, Crapo and Abbe.

NORTH GRAMMAR SCHOOLS.—Eldridge, Gleason, J. Taylor, Bryant and Stevenson.

SOUTH GRAMMAR SCHOOLS.—W. H. Taylor, Crapo, Haffards, Weiss and Abbe.

NORTH INTERMEDIAL SCHOOLS.—Bryant, Stevenson, Lawton and Thomas.

SOUTH INTERMEDIAL SCHOOLS.—Haffards, Wheeler, Stanton and Howe.

NORTH PRIMARY SCHOOLS.—Lawton, Stevenson and Thomas.

SOUTH PRIMARY SCHOOLS.—Howe, Lawton and Wheeler.

MIXED SCHOOL.—Wheeler, Haffards and Taylor.

COUNTRY SCHOOLS.—Davis, J. Taylor and Wilcox.

EXAMINATION OF TEACHERS.—Borden, Gleason, Eldridge, Crapo, W. H. Taylor and Abbe.

LIBRARY.—Howe, Weiss and Gleason.

ON SCHOOL HOUSES NORTH.—William Wilcox.

ON SCHOOL HOUSES SOUTH.—William Howe.

ON ADMISSIONS NORTH.—James M. Lawton.

ON ADMISSIONS SOUTH.—Albert G. Stanton.

ON ACCOUNTS.—Borden, Wilcox and Howe.

WILLIAM HOWE, Secretary.

1856—CITY DOCUMENT—No. 7.

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R E P O R T

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW-BEDFORD,

FOR THE YEAR

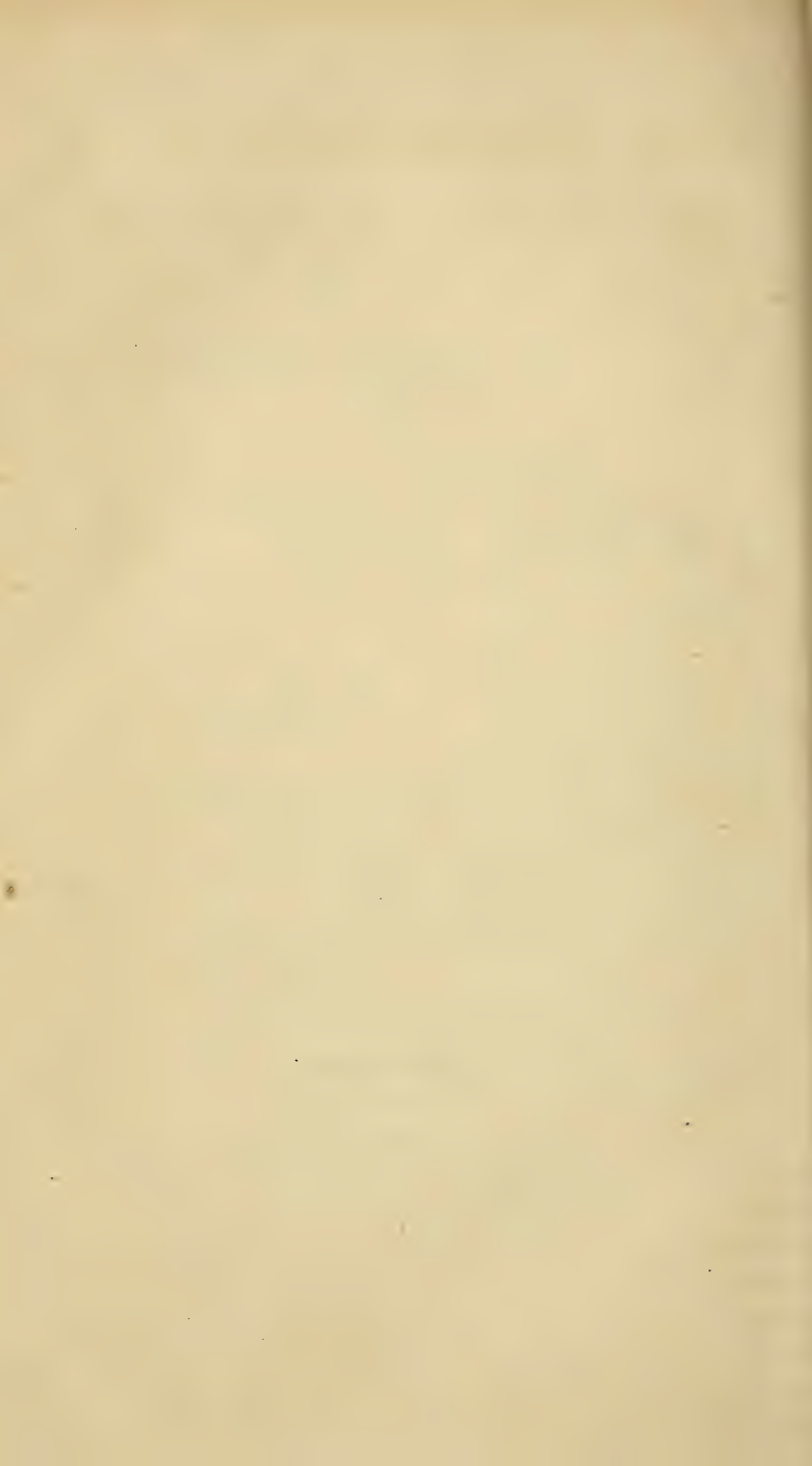
**1855-56.**

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New-Bedford:

E. ANTHONY, PRINTER TO THE CITY.

1856.





# R E P O R T .

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THE SCHOOL COMMITTEE of the City of New Bedford, in obedience to statute requirement, as well as in conformity to long established usage, respectfully submit the subjoined Report of their proceedings, and of the condition of the Department which has been under their charge, for the municipal year now about to close.

Considering the difficulties and embarrassments naturally arising from the fact, that an unusually large proportion of the Board were new members, who entered upon their present term of service with little or no prior experience in the management of School affairs, and with but a limited knowledge of the varied interests submitted to their guardianship, the Committee believe that they have accomplished as much for the welfare of our schools as, under the circumstances, could reasonably have been expected; though they are neither entirely satisfied with the results of their administration, nor with the manner in which they have discharged the obligations of the important trusts confided to their care. In a city like ours, a long experience as a member of the Committee, is necessary, for the attainment of that intimate acquaintance with the large number of teachers in the service, and that full and accurate knowledge of the numerous schools,

and their still more numerous relations, which is indispensable, in order to the intelligent and proper discharge of the duties of the office ; and, therefore, no sweeping or extensive change in the constitution of the Board can, under ordinary circumstances, at once be made, without seriously endangering the prosperity of the School Department.

Realizing the consequences of such a change, in the obstacles which it has presented to their own operations during the year, the Committee have been gratified to learn that a movement has been made, in the City Council, to prevent the recurrence of the evil in future, by an alteration proposed to be made in the City Charter, for that purpose, providing for the election of the members of the School Committee for *three* years, with an arrangement whereby one member in each Ward may be elected annually. Securing as it will, at all times, a large majority of experienced members upon the Board, the Committee believe that the proposed alteration will, if carried into effect, be followed by the most favorable results, and they earnestly hope that the necessary steps will be taken to perfect it without delay.

The recommendation of a former Board, in favor of attaching to this department of the public service, a Superintendent of Public Schools, received some attention, in the City Council, during the latter part of the year. Pending the consideration of the matter in that Body, the present Board, having been called upon for an expression of their sentiments upon the subject, after some deliberation, passed the following resolution :

*Resolved*, That this Board have learned with great satisfaction that a proposition is now before the City Council for the appointment of a Superintendent of the

Public Schools; that they believe the cause of education would be served by the appointment of such an officer, and the economical expenditure of the funds appropriated to the support of schools, would be promoted thereby.

Subsequent to this action on the part of the Committee, a report was made and adopted in the City Council, in favor of establishing the office, and recommending the subject to the favorable notice of their successors in the City Government. Thus the matter stands at the present time. And, deeply sensible of the importance of the proposed measure, and anxious to secure all the advantages which can be derived from its adoption, though with that degree of doubt and solicitude which some difference of opinion in the Board naturally engenders, as to the success of its practical operation in this locality, the Committee would respectfully but urgently request the incoming administration, in case they establish the office, duly to consider the character and circumstances of our city, and the qualifications requisite to be possessed by the incumbent, and place it upon such a basis in respect to salary, as will enable the Committee to secure a competent person to fill it, and thus give the experiment a fair trial.

Some complaint has been made during the year, that the Committee in filling the vacancies which from time to time have occurred in the corps of *female* teachers, have not properly considered the merits of our own citizens. The Committee, however, think that there has been no good reason for dissatisfaction in this particular, believing that if they have erred at all in this behalf, it has been rather in giving undue importance to citizenship, than otherwise, in making their appointments. The prosperity of our schools is a considera-

tion which far outweighs in importance that of providing employment for our friends and neighbors; and it should ever be the object of the Committee to obtain those, as teachers, who combine the best qualifications for the employment;—at home if they can there be found, but abroad if necessary. And, in this connection, the Committee would take occasion to recommend to those females who may design to engage in the service of the city in the capacity of teachers, the propriety and advantage of attending, if possible, some one of our State Normal Schools before entering upon the occupation. The idea is far too prevalent in our community, that any young lady of fair intellectual capacity, graduating at the High School at the age, perhaps, of sixteen or seventeen years, is competent, at once, for the discharge of the duties of an instructor of youth. But, with few exceptions, this is very far from being the case. The wide range of study there pursued, necessarily precludes that thorough and systematic drilling upon particular branches, which experience has shown to be eminently serviceable in the preparation of teachers; neither is it to be expected that the pupils of the High School should be carefully instructed in the best means of imparting knowledge to others, or in those rules and regulations by which obedience to authority can best be enforced. The High School was not designed particularly for the preparation of teachers or for any other specialty, but to qualify, to some extent, those who might attend it, for the discharge of the various practical duties of life. But if the knowledge here to be acquired, be followed up by the course of training and instruction which it is the peculiar province of the Normal Schools to afford, no lady, possessing a fair natural adaptation to the pro-



fession, could, under ordinary circumstances, fail to command success as a teacher, from the beginning. It is perhaps neither practicable, nor desirable, to fill all the situations in our own public schools with teachers graduating from the schools in question. But if it were generally understood, that the Committee would appoint no teacher to a situation of any considerable importance, whose attainments were not very nearly equal to those possessed by the graduates referred to, it is believed that a more general use of these institutions would be made on the part of applicants, especially from our own community, as a means of elevating themselves to the standard required; and this not only with advantage to themselves, but to the great benefit of the educational interests of the city.

Frequent visits to the schools and their frequent examination, are important, not only to enable the Committee correctly to judge of the character and standing of the particular schools, but in giving stimulus and encouragement to both teachers and scholars in the performance of their respective duties. The former, if competent and faithful, derive new strength from the consciousness that their efforts are witnessed and appreciated; and the latter, aware that their attainments are to be subjected to the test of an examination, are impelled to greater care and attention in their studies and recitations, and to greater exertions for a respectable degree of advancement in their text books. Such, with many others, being the advantages which result from the performance of this duty, the Committee regret that the business engagements of many of their members have, as has often been the case in preceding years, prevented them from giving to it that degree of attention which its importance demands.

But though some of the schools may, in this respect, have been to some extent neglected, the Committee believe that, with the visits of the various Sub-Committees in the annual examination, and at other times, in connection with those of the Chairman, they have still the means of determining with at least an approximation to correctness, the progress and present condition of all the schools in the city. And the Committee with confidence express the opinion, that in the schools taken collectively, there has been gradual improvement during the year—that they are now, generally, in a better state than when the present Board assumed their supervision. Particular schools may, indeed, for a limited time, have deteriorated, rather than improved. Some of the teachers may have proved incompetent for the discharge of the duties assigned them, and others may have, to some extent, neglected those duties. But the Committee have endeavored to remove causes of complaint and supply deficiencies as they have come to their knowledge; and, without contending that the present prosperity of the schools is, in any great measure, to be attributed to their own efforts, or that under more favorable circumstances much more might not have been done for their advancement, they claim to have contributed in some degree to the present favorable state of things, and that they are entitled to a fair share of credit therefor.

The pages immediately succeeding contain a schedule of all the schools in the city, with the names of their present teachers, and the percentage and average attendance of each for the year.

## HIGH SCHOOL.

|                                          | av. att. | per cent. |
|------------------------------------------|----------|-----------|
| John F. Emerson, <i>Principal</i> .      | 110      | .95       |
| William E. Fuller, <i>Assistant</i> .    |          |           |
| Eliza H. Tobey, <i>Assistant</i> .       |          |           |
| Elizabeth C. Babcock, <i>Assistant</i> . |          |           |
| Caroline E. Bonney, <i>Assistant</i> .   |          |           |

## PARKER STREET GRAMMAR SCHOOL.

|                                      |     |     |
|--------------------------------------|-----|-----|
| Ebenezer Hervey, <i>Principal</i> .  | 139 | .95 |
| Jane M. Gardner, <i>Assistant</i> .  |     |     |
| Jane C. Thompson, <i>Assistant</i> . |     |     |
| Clarissa Staples, <i>Assistant</i> . |     |     |

## CHARLES STREET GRAMMAR SCHOOL.

|                                             |    |     |
|---------------------------------------------|----|-----|
| Nancy H. Burr, <i>Principal</i> .           | 97 | .90 |
| Louise E. Colburn, <i>First Assistant</i> . |    |     |
| Mary E. Cranston, <i>Second Assistant</i> . |    |     |

## MIDDLE STREET GRAMMAR SCHOOL.

|                                               |     |     |
|-----------------------------------------------|-----|-----|
| James S. Barrell, <i>Principal</i> .          | 126 | .92 |
| Mary A. Underwood, <i>First Assistant</i> .   |     |     |
| Abbie A. K. Howard, <i>Second Assistant</i> . |     |     |
| Isabella G. Staples, <i>Third Assistant</i> . |     |     |

## BUSH STREET BOYS' GRAMMAR SCHOOL.

|                                          |     |     |
|------------------------------------------|-----|-----|
| Sylvander Hutchinson, <i>Principal</i> . | 117 | .92 |
| Sarah F. Earle, <i>First Assistant</i> . |     |     |
| Mary E. Allen, <i>Second Assistant</i> . |     |     |

## BUSH STREET GIRLS' GRAMMAR SCHOOL.

|                                            |    |     |
|--------------------------------------------|----|-----|
| Hannah B. Robinson, <i>Principal</i> .     | 99 | .93 |
| E. Emily Cushman, <i>First Assistant</i> . |    |     |
| Mary E. Smith, <i>Second Assistant</i> .   |    |     |

## GROVE GRAMMAR SCHOOL.

|                                                 |    |     |
|-------------------------------------------------|----|-----|
| Ivory S. Cornish, <i>Principal</i> .            | 88 | .95 |
| Abbie S. Tobey, <i>First Assistant</i> .        |    |     |
| Harriet N. R. Tasker, <i>Second Assistant</i> . |    |     |

## ACUSHNET SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| William A. Chamberlin, <i>Principal</i> . | 41 | .83 |
| Susan E. Harrington, <i>Assistant</i> .   |    |     |

av. att. per cent.

## MARKET SQUARE SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| Nehemiah Lincoln, Jr., <i>Principal</i> . | 51 | .90 |
| Mary C. Slocum, <i>Assistant</i> .        |    |     |

## HILL INTERMEDIAL SCHOOL.

|                                        |    |     |
|----------------------------------------|----|-----|
| Helen M. Gordon, <i>Principal</i> .    | 55 | .92 |
| Ursula C. Gwynneth, <i>Assistant</i> . |    |     |

## PARKER STREET INTERMEDIAL SCHOOL.

|                                         |    |     |
|-----------------------------------------|----|-----|
| Annie R. Commerford, <i>Principal</i> . | 55 | .91 |
| Sylvia A. Chace, <i>Assistant</i> .     |    |     |

## MAXFIELD STREET INTERMEDIAL SCHOOL:

|                                                  |    |     |
|--------------------------------------------------|----|-----|
| Eliza J. D. Shepherd, <i>Principal</i> .         | 87 | .80 |
| Anna M. Harlow, <i>First Assistant</i> .         |    |     |
| Emeline H. Richardson, <i>Second Assistant</i> . |    |     |

## KEMPTON STREET INTERMEDIAL SCHOOL.

|                                            |     |     |
|--------------------------------------------|-----|-----|
| Margaret T. Barker, <i>Principal</i> .     | 103 | .88 |
| Joanna P. Nash, <i>First Assistant</i> .   |     |     |
| Helen H. Kelley, <i>Second Assistant</i> . |     |     |

## CHARLES STREET INTERMEDIAL SCHOOL.

|                                    |    |     |
|------------------------------------|----|-----|
| Clara D. Cory, <i>Principal</i> .  | 59 | .86 |
| Eliza C. Lewis, <i>Assistant</i> . |    |     |

## WILLIAM STREET INTERMEDIAL SCHOOL.

|                                           |    |     |
|-------------------------------------------|----|-----|
| Mary E. Savery, <i>Principal</i> .        | 95 | .86 |
| Mary H. Crowell, <i>First Assistant</i> . |    |     |
| Susan E. Brown, <i>Second Assistant</i> . |    |     |

## BUSH STREET INTERMEDIAL SCHOOL.

|                                     |    |     |
|-------------------------------------|----|-----|
| Mary T. Congdon, <i>Principal</i> . | 66 | .89 |
| Mary A. Sanford, <i>Assistant</i> . |    |     |

## SIXTH STREET INTERMEDIAL SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Sarah D. Ottiwell, <i>Principal</i> .        | 106 | .91 |
| Sophia E. Haffards, <i>First Assistant</i> . |     |     |
| Charlotte Carr, <i>Second Assistant</i> .    |     |     |

## GROVE INTERMEDIAL AND PRIMARY SCHOOL.

|                                            |     |     |
|--------------------------------------------|-----|-----|
| Phebe B. Cathell, <i>Principal</i> .       | 109 | .86 |
| Harriet N. Allen, <i>First Assistant</i> . |     |     |
| Mary J. Chase, <i>Second Assistant</i> .   |     |     |



av. att. per cent.

## HILL PRIMARY SCHOOL.

|                                              |    |     |
|----------------------------------------------|----|-----|
| Susan T. Sherman, <i>Principal</i> .         | 79 | .82 |
| Eleanor Commerford, <i>First Assistant</i> . |    |     |
| Mary C. Tew, <i>Second Assistant</i> .       |    |     |

## PARKER STREET PRIMARY SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Anna R. Thornton, <i>Principal</i> . | 69 | .84 |
| Abby F. Bryant, <i>Assistant</i> .   |    |     |

## MAXFIELD STREET PRIMARY SCHOOL.

|                                               |     |     |
|-----------------------------------------------|-----|-----|
| Mary B. White, <i>Principal</i> .             | 104 | .83 |
| Amanda J. Clark, <i>First Assistant</i> .     |     |     |
| Judith S. Macomber, <i>Second Assistant</i> . |     |     |

## CEDAR STREET PRIMARY SCHOOL.

|                                     |    |     |
|-------------------------------------|----|-----|
| Dorothy P. King, <i>Principal</i> . | 81 | .89 |
| Annie S. Homer, <i>Assistant</i> .  |    |     |

## CHARLES STREET PRIMARY SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Patience R. Almy, <i>Principal</i> .         | 107 | .75 |
| Lucinda C. Perry, <i>First Assistant</i> .   |     |     |
| Susan M. Tompkins, <i>Second Assistant</i> . |     |     |

## WILLIAM STREET PRIMARY SCHOOL.

|                                            |     |     |
|--------------------------------------------|-----|-----|
| Sarah H. Hewins, <i>Principal</i> .        | 105 | .86 |
| Mary L. Blake, <i>First Assistant</i> .    |     |     |
| Jane E. Finkell, <i>Second Assistant</i> . |     |     |

## BUSH STREET PRIMARY SCHOOL.

|                                             |    |     |
|---------------------------------------------|----|-----|
| Anna M. Bailey, <i>Principal</i> .          | 95 | .87 |
| Sarah E. Fields, <i>First Assistant</i> .   |    |     |
| Maria L. Whitney, <i>Second Assistant</i> . |    |     |

## SIXTH STREET PRIMARY SCHOOL:

|                                              |    |     |
|----------------------------------------------|----|-----|
| Harriet N. Covell, <i>Principal</i> .        | 98 | .88 |
| Ruth H. Brady, <i>First Assistant</i> .      |    |     |
| Sarah H. Cranston, <i>Second Assistant</i> . |    |     |

## GRIFFIN STREET PRIMARY SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Maria T. Lothrop, <i>Principal</i> . | 68 | .86 |
| Annie H. Sanford, <i>Assistant</i> . |    |     |

## NORTH SCHOOL.

|                                  |    |     |
|----------------------------------|----|-----|
| Lois N. Dean, <i>Principal</i> . | 23 | .68 |
|----------------------------------|----|-----|

|                                            | av. att. | per cent. |
|--------------------------------------------|----------|-----------|
| BELVILLE SCHOOL.                           |          |           |
| Amantha J. Borden, <i>Principal</i> .      | 30       | .91       |
| PERRY'S NECK SCHOOL.                       |          |           |
| Alice Barker, <i>Principal</i> .           |          |           |
| HASKIN'S CORNER SCHOOL.                    |          |           |
| Miranda A. Williams, <i>Principal</i> .    | 31       | .81       |
| CANNONVILLE SCHOOL.                        |          |           |
| Alvira D. Burdon, <i>Principal</i> .       | 67       |           |
| Louisa F. Bryant, <i>Assistant</i> .       |          |           |
| DARTMOUTH STREET SCHOOL.                   |          |           |
| Ann M. Bonney, <i>Principal</i> .          | 86       | .92       |
| Mary A. Crapo, <i>First Assistant</i> .    |          |           |
| Eliza A. Sisson, <i>Second Assistant</i> . |          |           |
| CLARK'S POINT SCHOOL.                      |          |           |
| Elizabeth H. Howland, <i>Principal</i> .   | 11       | .71       |
| ALMS HOUSE SCHOOL.                         |          |           |
| Hannah S. Macomber, <i>Principal</i> .     | 16       | .97       |
| EVENING ADULT SCHOOL.                      |          |           |
| MALE DEPARTMENT.                           |          |           |
| George B. Hathaway, <i>Principal</i> .     | 41       |           |
| Cyrenus Haskins, <i>Assistant</i> .        |          |           |
| FEMALE DEPARTMENT.                         |          |           |
| Ivory S. Cornish, <i>Principal</i> .       | 66       |           |
| Mary T. Congdon, }                         |          |           |
| Anna M. Bailey, }                          |          |           |
| Patience R. Almy, }                        |          |           |

## PRIMARY SCHOOLS.

When it is considered that in these schools the foundation is laid for whatever instruction may subsequently be received, and that here also the young pupil receives those first impressions of the character and object of schools in general, which will probably make his attendance upon them either pleasant or repugnant to him during all his youthful days, it is obvious that

they claim, equally with the others, the attention of the Committee, and that they cannot be neglected, without the consequences of such neglect being felt in all the higher grades of schools. While a wise regard should always be had to the main purpose which they were established to serve, too much effort cannot well be made to pervade them with a healthy moral influence, and to make them pleasant and attractive in all their adjuncts and surroundings. The discipline should be of the mildest character that is consistent with a reasonable degree of order, and the instruction should be so imparted as to animate and interest those who receive it. The exercises should be varied as much as possible to prevent them from becoming tiresome, and the ingenuity of the teachers constantly taxed to maintain a lively and unflagging interest. A warm love of children, engaging manners, and an equable temperament, are qualities the possession of which by teachers in this grade of schools, is indispensable to complete success; and it should be the aim of the Committee to provide them, as far as possible, with instructors of that character. That many of the teachers now in these schools, are wanting in some of the requisites of natural adaptation to their positions, is apparent, when the highest and lowest in rank are compared with each other. But how this consequence is to be avoided as long as the Primary Schools are considered as they now are, to some extent, as a means by which teachers are to acquire the necessary experience to qualify them for situations in the higher grades, is not easily to be perceived. In all of these schools the teachers appear to be endeavoring to perform their duties. But while in some, the recitations are marked by carelessness and indifference, rather than by anima-

tion and zeal; in others, all the exercises are characterized by earnestness and enthusiasm, and a visible pleasure is depicted upon the countenances of those who are engaged in them. And these differences are, no doubt, in a great measure, owing to the varying characteristics of the teachers, and the different methods of instruction pursued.

*Hill Primary School.* This school has made great improvement during the year, and the examining Committee report favorably respecting its present condition.

*Parker Street Primary School.* This school is not in a state entitling it to a very favorable notice from the Committee. It is wanting in interest and animation among the scholars; and in this respect, more particularly, a change for the better is greatly to be desired.

*Cedar Street Primary School.* This school is reported as being in an improving condition, though not in some respects in an entirely satisfactory state.

*Maxfield Street Primary School.* The remarks made in relation to the Cedar Street School, apply with equal propriety to this.

*Charles Street Primary School.* This school is now under the charge of Mrs. Patience R. Almy; Miss Jane M. Cook, the former Principal, having resigned her situation at the close of the summer term. Mrs. Almy has had much experience as a teacher, and the school, under her management, well sustains the good character which it has hitherto possessed.

*William Street Primary School.* This school has a corps of very industrious teachers, and is much in advance of many of its grade. The examination was quite satisfactory.

*Bush Street Primary School.* This school is under



active and vigorous management, and the recitations and other exercises of the scholars, exhibit much of that life and spirit which it is always pleasant to witness in a school. It is among the first of its grade, and has but one superior in the city.

*Sixth Street Primary School.* This school has made some improvement during the year, but still occupies a position much inferior to that which has been attained by some others of its class.

*Griffin Street Primary School.* The system of instruction and mode of management followed in this school, might, it is believed, be imitated with the most favorable results, by the teachers of many of the other schools, not only of the same, but of a higher grade. The exercises, of whatever nature, are always interesting, because both teachers and scholars are evidently interested in them. Every thing appears to be done in this school, with a love of doing it, and a will to do it well. The school has long sustained an enviable reputation ; and some fears were entertained by the Committee, that the resignation of Miss Howe, the former Principal, which took place in the latter part of the Fall term, might unfavorably affect its character. Miss Lothrop, her successor, has, however, proved herself to be equal to all the requirements of her position ; and though the school may not have gained, it has suffered no material loss from the change.

## INTERMEDIAL SCHOOLS.

Many of teachers employed in this grade of schools are among the best in the service ; and, as might be expected, they are for the most part in very good condition. Experience has shown, that a thorough course

of training upon the introductory portions of the text books here used, is far more serviceable, as a preparation for the Grammar Schools, than a more extensive field of study, less perfectly pursued. And with reference to no branch of education taught in these schools, is constant and careful drilling upon first principles, of more especial importance, than in that of Reading. It is here that the scholar's habits in reading are chiefly formed; and, therefore, the utmost care should be taken by the teachers to give them a right direction. Much attention should be given both to the vocal exercises introductory to the reading books, and to those preceding each lesson. Great advantage is also to be derived from the frequent enunciation of the elementary sounds of the letters of the alphabet. Concert exercises in reading may also be occasionally introduced, with profit, for the purpose of forming the habit in the scholar of rendering the meaning of the author with naturalness and expression. In those of these schools in which the system of instruction, above indicated, is closely followed, the scholars appear to much better advantage, than in those where they are taught upon a different principle.

Under this prefatory notice, the remark may, perhaps, most appropriately be introduced, that in one or two of these schools, the manners of the teachers, in their general management, and in their intercourse with the scholars, are not characterized by that degree of refinement which is to be desired.

*Hill Intermedial School.* This school is under energetic management, and maintains its former good character as an orderly, well conducted school. The excellence of the classes in Arithmetic is particularly noticed by the examiner in that branch.

*Parker Street Intermedial School.* The order of this school is good, and its condition has decidedly improved during the year. The chief deficiency in this school consists in a want of a proper degree of spirit and animation among the scholars; and if some means could be devised by the teachers to remedy this difficulty, nothing more, it is believed, would be requisite to give the school a high rank among those of its grade.

*Maxfield Street Intermedial School.* This school has sent a large number of scholars to the Grammar Schools during the year; and, as a consequence, there were no classes far advanced at the time of the examination. The classes appeared well, however, as far as they had progressed in their studies; the discipline is good; and the school is considered to be in a flourishing condition.

*Kempton Street Intermedial School.* Miss Howland, the former excellent Principal of this school, resigned her situation near the close of the Fall term; and Miss Margaret T. Barker, formerly of the Middle Street Grammar School, was appointed to fill the vacancy thus occasioned. The discipline of the school has improved under its new management; and the examining Committee express themselves as much pleased with the thoroughness of instruction manifested by the classes. The Principal is laying well the foundations for a good school; as will be more apparent as time shall furnish opportunity for the development of the natural fruits of the system pursued.

*William Street Intermedial School.* This school has a great advantage over any other of its grade, in the possession of a corps of teachers, all of whom are of superior excellence, who act in perfect harmony with



each other, and have for a long time retained their present positions, steadily refusing any change or promotion that does not include their whole number, and provide for their joint action in any new field of labor to which they may be transferred. As a consequence, the school is believed to be without a superior of its kind; and is particularly characterized by the rapid progress and excellent training of those who attend it. It is commended as an example of what can be accomplished in a school of this grade, by experienced, skillful and energetic teachers.

*Bush Street Intermedial School.* This school continues under the same Principal as last year, and has lost nothing of its former good reputation, as being one of the best of its grade. The happy moral spirit with which the scholars of this school are imbued, affording as it does, many facilities for their government and instruction, is not among the least of the good qualities which have given it its present high rank.

*Sixth Street Intermedial School.* This school has made marked improvement during the year. The government is good; the classes, with but few exceptions, stand well, and the school may now be regarded as being in most respects, in a flourishing condition.

*Grove Intermedial and Primary School.* An alteration in the room in which this school is held, was made early in the year, with a view of removing some of the evils which resulted from the union of the two grades. The room was divided by a partition into two apartments, one of which accommodates the smaller Primary scholars, and the other the Intermedial and larger Primary. Though this arrangement is a great improvement upon the old, it separates the two grades only in part; and the school is still subjected to many



of the disadvantages which formerly existed. Miss Caroline E. Bonney, the former Principal, resigned her situation at the close of the Summer term, and was succeeded by Miss Phebe B. Cathell. Miss Cathell has heretofore ranked as one of our best teachers ; and though the result of the last examination is rather unfavorable to the comparative standing of that department of the school which has been under her immediate control, the Committee have entire confidence in her ability, and look for more favorable results in the future.

The Primary department of this school is in excellent condition. The examining committee express themselves as being very much gratified with the attainments of the classes, and with the great improvement made.

*Charles Street Intermedial School.* This school is not composed of the class of pupils best adapted to give it a high standing in respect to scholarship, but the order is good, and its general condition, creditable.

### MIXED SCHOOL.

This school, as is well known, was established for the accommodation of those whose age and size render them unsuitable for the Intermedial schools, and who have not the requisite qualifications to entitle them to admission to the Grammar Schools. "Habitual truants," and the disorderly and unmanageable in the other schools, are also sent to this, as occasion requires. The labor of instructing and disciplining scholars of the character thus brought together, is by no means one inviting in its nature ; yet, judging by the standard of success, the teachers of no school are

more deserving of praise; especially when it is considered that it is only by the most patient and indefatigable exertions, that success to them is possible. The location of this school is very unsuitable, it being much disturbed by the rattling of carriages, and by various other noises in its vicinity; and it is hoped that some provision for its better accommodation will soon be made, by the erection of another building in a more favorable locality.

### COUNTRY SCHOOLS.

Notwithstanding the distance of several of these schools from the more populous part of the city, which subjects them to some liability to neglect, they have received a due share of the attention of the Committee during the year, and are all considered to be in a very satisfactory condition.

*North School.* This school, has for some years past, been under the charge of a succession of good teachers; and its most advanced class will now compare favorably with the first classes in any of our Grammar Schools. Mrs. Jane C. Thompson, who was Principal of the school in the early part of the present year, was transferred to the Cannonville School at the commencement of the Summer term, and was succeeded by Miss Lois N. Deane, under whose management the school has since been. The school is very favorably reported; and in point of excellence of scholarship, ranks first among those of its class,

*Acushnet School.* On the opening of the Belville School at the beginning of the Summer term, the Committee acting upon the suggestion contained in the Report of last year, united the Intermedial and Pri-

mary schools at this place, with the Grammar School; and this arrangement has been continued without detriment to either, during the remainder of the year. The school remains under the charge of Mr. William A. Chamberlain, with Miss Susan E. Harrington as Assistant, and continues in a prosperous condition.

*Belville School.* This school opened at the commencement of the Summer term in the new building completed in the Spring, and the number and size of the pupils who have attended it, are sufficient proof of the wisdom and necessity of its establishment. The scholars are nearly all small; but the school is pervaded with life and animation, and under the industrious and faithful teacher, (Miss A. J. Borden,) having it in charge, it is rapidly improving.

*Perry's Neck School.* This school, since the commencement of the Fall term, has been under the charge of Miss Alice Barker, and is very favorably reported. The order is good, and the exercises show thoroughness and faithfulness on the part of the teacher, and industry and zeal on the part of the scholars.

*Haskin's Corner School.* This school was suspended during the Fall term, on account of the erection of a new building upon the site of the old one. A new house had become necessary, the accommodations afforded by the former one being of a very poor character, and altogether insufficient for the number of scholars to be provided for. The school again opened at the commencement of the Winter term, and has had an unusually large attendance. The school continues under the charge of Miss Miranda Williams, who is entitled to much credit for the ability and success with which she has governed and taught the large number of scholars who have been under her control.

*Cannonville School.* This school, in the early part of the year, was in a very unsatisfactory condition. The school was very large, and the scholars for the most part, of rather an intractable and disorderly character; and the task of keeping them under any reasonable degree of restraint, situated as they were, large and small in the same room, was one of no little labor. Mrs. Jane C. Thompson was appointed Principal at the beginning of the Summer term, under whose administration the school was much improved; but the scholars could not be taught with advantage under the arrangement then existing, and it was deemed advisable by the Committee to divide the school, and place the larger scholars by themselves in the upper story of the building, which was accordingly done. The change has proved highly advantageous to the school, and it has since continued rapidly to advance in standing. During the latter part of the Winter term, Mrs. Thompson was transferred to the Parker Street Grammar School, and was succeeded by Miss Alvira D. Burdon, under whose management the Committee have confidence that the school will continue to prosper. Miss Bryant, the Assistant, has charge of the lower apartment, and the Committee have been much pleased with the order and neatness which there prevail, and with her general method of management.

*Dartmouth Street School.* The wants of the South-western section of the city, have long called for better school accommodations in that locality, and the demand has at length been supplied by the erection of a new school house on Dartmouth street. The lower story only, of the building, was at first finished; but that being found insufficient for the accommodation of the scholars, the upper story has likewise since been pre-



pared for their reception. The school opened at the commencement of the Fall term, with Miss Ann M. Bonney as Principal, and Miss Mary A. Crapo, as Assistant; and was in a very excellent state, both in respect to order and the attainments of the pupils, at the time of the Annual Examination. At the beginning of the present term, Miss Eliza A. Sisson was added to the school, in the capacity of Second Assistant, and under the very able corps of teachers now having it in charge, no doubt need be entertained of its continued prosperity.

*Clark's Point School.* The attendance at this school had become so very small, and so little interest was manifested in its behalf by the inhabitants in its vicinity, that the Committee decided to suspend the school for the Summer term. At the beginning of the Fall term, however, some renewed interest having been awakened, the school was again opened with some increase of attendance, under the temporary charge of Miss Miranda Williams, of the Haskin's Corner school. Miss Elizabeth R. Howland was appointed to the Principalship of this school at the commencement of the Winter term, and judging from her success in this limited sphere of action, she gives good promise of becoming one of our first teachers. The attendance, though much better than formerly, is still small, (the average for the last term being only 14,) yet, with a fair prospect of a considerable accession to the present number during the warmer season, and with the favorable state of things pertaining to the school in other respects, the Committee would not advise either its discontinuance or renewed suspension.

*Alms House School.* This school still continues under the charge of Miss Hannah S. Macomber, who,

from the commencement of her labor in her present position, has met with marked success in the government and instruction of the class of children of which this school is composed. As its name implies, the school is designed for the instruction of the children connected with the Alms House; but the immediate necessity of its establishment, resulted from the designation of that Institution by the City Government, as the House of Reformation, &c., named in the Act concerning Habitual Truants. The number of children now in confinement at the Alms House, under the Truant Act, is very small; only six being in attendance at the last examination. The falling off in the number of this class, is owing to various causes, which it might be proper to enumerate in this connection. Complaints have repeatedly been made on the part of parents and others interested, that the Alms House is by no means a fit place for the confinement of this, in many respects, unfortunate class of children. During school hours they are, indeed, under the best of influences; but at other times, with no regular employment, and without the oversight of any individual interested in their welfare, they associate freely with the inmates of the establishment, and with each other; and thus subject for a large portion of the time, to the contaminating influences and example of the corrupt among their own number, and the vicious among those with whom they mingle, it is not surprising if, as is alleged, many of them leave the place at the expiration of the term of their sentence, morally, no better, at least, than when they entered it. So strong is the opposition to the law itself, and so many are the obstacles thrown in the way of its execution, in consequence of the objections above named,

that the Chairman of the present Board, by whom the prosecutions under it have hitherto been conducted, has latterly deemed it inexpedient to attempt its rigid enforcement; and, in consequence, few complaints have been made during the last three or four months of the year, against those subject to its provisions; and of the number previously prosecuted, but a small part have been sentenced. It is believed, nevertheless, that the Statute itself, when its design is properly carried out, is beneficial in its operation; and that its repeal would be attended with very unfavorable results. But the whole matter, both in relation to the means by which the enactment is carried into effect, and the disposition of those violating its provisions, needs to be put upon an entirely different foundation, so far as our own city is concerned. There is a large number of boys daily rambling about our streets, who are no doubt liable to prosecution under the law, whose cases do not come, neither, under the present arrangement, can it be expected that they should come, to the knowledge of the Committee now having this matter in charge. And besides, that Committee, as at present composed, cannot, even under the most favorable circumstances, properly attend to all the duties pertaining to their official position. Some further means are necessary to secure the general and more prompt execution of the law; and if no better method of accomplishing this object, is suggested, that of constituting the "Committee on Truants," wholly, or in part, of discreet members of the Police force, might be tried with advantage. And, in regard to the disposition of these "truants," some place should be provided for them, in which they may receive not only the best instruction, but where they may have the constant su-

pervision of those who will exert themselves to correct their evil tendencies, and encourage them to reformation. All their associations and influences should be of a character to stimulate the moral and religious elements of their nature. They should have, also, constant and regular employment during a prescribed portion of each day.

In view of what has been above stated, it is a question deserving the serious consideration of our City Government, whether the time has not arrived for the establishment of a separate institution designed especially to meet the wants of this large class of boys. It is believed that there are not less than fifty of this description of boys now in the city, who might be subjected to the influences which a Farm School, or some establishment of that kind, would afford, not only with advantage to themselves, but to their parents and the community at large.

### GRAMMAR SCHOOLS.

These schools are generally in a very satisfactory condition ; though the standard of excellence in some of them is not quite so high as is desirable. A desire has been repeatedly expressed on the part of several of the teachers of these schools, that the regulation providing for the admission of scholars to them from the Intermedial Schools, should be so changed as to allow these scholars to be admitted only at the commencement of the Summer and Winter terms, instead of at the beginning of every term, as is now the case. It is urged in support of the proposed alteration, that the Grammar Schools are relieved of a class only on the occurrence of the semi-annual examinations for the



admission of scholars to the High School, which take place in June and December, and that they can, therefore, accommodate a new class at the time mentioned without difficulty ; while if admitted at the beginning of the intervening terms, it seriously interferes with the good arrangement of the classes in these schools, and causes great embarrassment to the teachers in other respects. The subject is deserving of consideration, and is commended to the notice of the new Board.

An instructor in Singing was employed in the schools of this grade, during the early part of the Winter term, with the design of testing the effects of the exercise upon the scholars, and of judging from its general influence, whether or not it might be advisable to provide for the teaching of this branch of education in the Intermedial and all the higher grades of schools. The instructor, Mr. Jason White, has had several years experience in teaching the art in the Public Schools of Providence, where he met with excellent success ; and judging from his mode of teaching and the interest which he has awakened in the subject during the brief period of his labor here, it is believed that no person better qualified, as an instructor, could be found, if it should be determined to make the teaching of Singing a permanency in the schools in question.

The remarks in relation to Reading, under the head of Intermedial Schools, apply with equal force to the teaching of that branch in these schools ; in some of which, the method there indicated, has been pursued with excellent effect.

*Parker Street Grammar School.* The Board of last year, partly for the purpose of providing accommodations in the building occupied by this school, for the scholars who had previously attended the Hill Gram-

mar School, and partly with the view of introducing here a system which has been successfully pursued in some of the Grammar Schools of Boston and vicinity, removed the walls previously separating the main room from the recitation rooms, throwing the whole into one large apartment, and then divided the same by means of sliding partitions, into four rooms of equal size ; one of which is occupied by the Principal, and each of the others by an Assistant. The theory of the system is that the time lost by the passing of the classes from the main room to and from the recitation rooms, is saved by this arrangement, and that many other advantages are secured, by giving, as it does, to each teacher, the immediate care and management of all the classes coming under his instruction. But, however well the plan may have succeeded in other places, it has not met the expectations of those who introduced it here, owing in part, perhaps, to the imperfect manner in which it was put in operation. The partitions separating the rooms are not of sufficient thickness to obstruct, in any considerable degree, the passage of sound ; and consequently, in order to avoid interrupting the exercises which are going on in the adjoining rooms, modes of hearing recitations, not the best calculated to secure either the attention of the scholars, or to make the ability and efficiency of the teachers available, have to be pursued in each. Owing to the combination of qualities—rendered necessary, in part, by the embarrassment arising from this defect—required to be possessed for the government and instruction of the number of scholars contained in each of these rooms, the Committee have had much difficulty in procuring Assistants of the proper character for this school ; and for this reason there has not been that uniform

progress in all of its departments, which was to have been desired. The room which has been under the immediate management of the Principal, has invariably appeared well; and the large number of scholars sent from this school to the High School, during the year, attest his ability as an instructor, and evince the value of his labors. Much credit is also due to Miss Gardner, for the good order prevailing in her department, and for the fidelity with which she has discharged the onerous duties of her position. Some further change in the interior arrangement of the school room, with the view of removing the causes which now detract from the character of the school, will probably be found necessary, before its condition and progress as a whole, will be satisfactory.

*Middle Street Grammar School.* The Principal of this school is eminently deserving of commendation, for the improvement which he has in every way effected in its character and condition since it has been under his charge. The excellent moral tone of the school, and the harmony and good feeling manifested between scholars and teachers, are due in a great measure to his exertions; and the school, as a whole, furnishes a happy example of what teachers, fully competent in respect to qualifications, and animated by a worthy ambition to excel, can accomplish, even under circumstances somewhat unfavorable to success.

*Charles Street Grammar School.* Miss Abbie Nelson, the former excellent Principal of this school, resigned her situation at the close of the Summer term, much to the regret of the Committee, and of all others interested in the welfare of the school. She was succeeded soon after the commencement of the following term, by Miss Nancy Burr, under whose supervision



the school has since continued. The classes are, for the most part, very favorably reported, and some of those of the First Assistant, Miss Colburn, are especially commended. Perfect neatness and order prevail in all the departments; there is no lack of exertion on the part of either Principal or Assistants; and the school is in a highly prosperous condition.

*Bush Street Boys' Grammar School.* This school maintains its character for superior excellence in Arithmetic; and some of the classes in other studies, also passed a creditable examination. But though this school in many respects appears well, the scholars are not engaged in their work with that zeal and enthusiasm which are manifested by those of some of the other schools of this grade; and a more hearty co-operation between the teachers, and a warmer sympathy between them and the scholars, are also believed to be necessary, to make the school in all respects what it should be.

*Bush Street Girls' Grammar School.* Nearly the whole of both the first and the second classes in this school, were admitted to the High School at the December examination of candidates; and the school has sent, during the year, a much larger number to the High School, in proportion to its size, than any of the other schools. This fact alone, is a sufficient indication that the school continues to maintain the high rank among those of its class, which it has hitherto possessed.

*Grove Grammar School.* This school is in very fair condition. Mr. Cornish, the Principal, is a good teacher, and is laboring earnestly and successfully in his present location. Among several of the classes favorably reported, particular mention is made of one of Miss Tobey's, in Grammar.



## HIGH SCHOOL.

The attention of the Committee was early directed to the recommendation contained in the Report of last year, and after giving the matter due consideration, they determined to abolish the Female Principalship in this school. It is not, perhaps, necessary here to enumerate the reasons which led the Committee to this determination, it being sufficient to state, that a proper regard for the welfare of the school, seemed not only to justify, but imperatively demand the taking of this step. Miss Converse, therefore, retired at the expiration of the Summer term, and the Female department was subsequently put under the immediate direction of Miss Eliza H. Tobey, ranking as an Assistant, as heretofore, Mr. Emerson being made Principal of the whole school. At the June examination, a class of thirty-seven in number was admitted, followed by a class numbering sixty-one in December; and the school, during the last term, has had an average attendance of ninety-three in the Female department, and of fifty-eight in the Male department. Mr. Newcomb, the former Male Assistant in this school, resigned his situation at the close of the Fall term, for the purpose of taking charge of the High School in Brighton; and Mr. William E. Fuller was appointed to the vacancy thus made. Mr. Fuller has given very good satisfaction since he has occupied this position; and the Committee deem themselves fortunate in securing his services. A native teacher of the French language was employed in this school soon after the commencement of the last term, and it is earnestly hoped that the services of the same individual will be continued. It is urged as an argument against the employment of such a teacher, that the regular teachers now in the school, are fully com-

petent to give all the instruction requisite to enable the scholars to read the French language understandingly, and thus enjoy the chief benefit to be derived from its knowledge; and this cannot be denied. But, on the other hand, it is believed that the progress of the pupils in attaining an acquaintance with the language, is much more rapid under the instruction of a competent native teacher, than under any other. Besides, the employment of such a teacher, gives a character to the school, which has a tendency to make its advantages sought for by the better class of scholars. The High School should be equal to any in the city, not only in the means which it affords of obtaining an education, but also in the scholarship of those by whom these means are enjoyed. And if the Committee would have it sustain that position, they must provide it with such teachers and such advantages, as will attract to it, and retain in it, those who are most studious, and most ambitious for extensive culture.

The examinations which have been had during the year, have not been very thorough or extensive; but, so far as conducted, have been satisfactory. Notwithstanding the large accession to the number of scholars during the year, the standard of scholarship in the school has not, it is believed, been lowered, those entering being equal, if not superior in their attainments, to those admitted during the preceding year. Under the arrangement made on the retirement of Miss Converse, the school has been managed very pleasantly and satisfactorily to both teachers and scholars; and if it does not now compare favorably with the best schools of its class in other cities, circumstances are propitious for its soon reaching that desirable condition. Since the close of the Summer term, only four regular

teachers have been employed in the school, till, at the commencement of the present term, Miss Caroline E. Bonney was added to the corps of instructors, in the capacity of Assistant.

### EVENING ADULT SCHOOL.

The object of this school is sufficiently indicated by its title; and it is only necessary to observe that the advantages which it affords, are eagerly embraced by quite a large number of the class of persons for whose special benefit it was established. The school was opened on the first day of October, and has been continued twenty-four weeks; with an average attendance in the Male department, for the whole season, of forty-one, and in the Female department, of sixty-six. The whole number entered in the first named department was one hundred and sixty-two; and the average attendance, for the first twelve weeks was fifty-three; and the whole number entered in the other department was two hundred and seventeen; with an average attendance, for the corresponding period, of eighty-six. Having for the most part been under the charge of teachers of much experience, the instruction in these schools has been of the character best adapted to promote the rapid advancement of those to whom it has been imparted, and in many instances very commendable progress has been made by the scholars. But from the nature of the material of which the school is composed, and from the fact that the instruction is necessarily confined entirely to elementary principles, no very striking results are to be expected.

### SCHOOL PROPERTY.

Three School Houses—including the one at Belville, which was commenced early in the last Spring, but was



completed after the organization of the present Board, —have been erected during the present year; all of which have been incidentally noticed in connection with the remarks made under the head of the respective schools which have been established in them. The School House erected on Dartmouth street, is upon the same general plan as the one erected last year on Cedar street; there being four rooms of moderate dimensions, two in the lower, and two in the upper story of the building, each designed comfortably to accommodate from forty to fifty scholars. As the school is at present arranged, the lower rooms are occupied one by the Primary, and the other by the Intermedial scholars; and one of the upper rooms by the Grammar scholars, the remaining room being as yet not in use. The whole establishment including land, buildings, fencing, grading, &c., has cost a sum probably exceeding \$5,000; and both in its interior and exterior arrangements presents a very handsome appearance.

The new house at Haskin's Corner, is also a very neat and well arranged building; and has cost, including the expense of fitting up and fencing the lot, a sum not varying much from \$1,100.

The spacious lot occupied by the School House erected at Belville, has been enclosed by a handsome fence, and the cost of the buildings, together with these items of expense, has been about \$1,300.

The lots occupied by the Cedar street and Maxfield street School Houses, respectively, have also been neatly and durably enclosed.

The upper story of the School House occupied by the Cannonville school, has been finished and prepared for the accommodation of scholars, as has been already noticed under the head of that school.



An urgent request was made in the early part of the year, for the erection of a School House for a Primary and an Intermedial school, on the lot purchased last year for that purpose, on the corner of State and Merrimack streets. The Committee, after some investigation, becoming satisfied of the immediate necessity of further accommodations, in that locality, for Primary scholars, and believing that additional accommodations would very soon be required for Intermedial scholars also, made application to the City Council for permission to erect such a building as was called for. The City Council granted the authority required, provided that the building could be erected out of the funds already appropriated for the support of Schools; but as with that proviso the object could not be accomplished, nothing further has been done in relation to the matter.

Some change will no doubt very soon be found necessary in the location of the South Grammar Schools. The Grove school is at present very inconveniently situated for the larger portion of the scholars attending it, and as is well known, the building now occupied by the Bush Street School, is but poorly adapted to the purposes for which it is used. It is suggested that the plan which has been proposed, of removing the Grove school to some situation considerably to the north and west of its present locality, should either be carried into effect, or the alternative plan adopted, of erecting a building somewhere in the vicinity of the intersection of Russell and Sixth streets, designed to accommodate all the Grammar Schools in the southern section of the city. Considering the poor quality of the Bush street building, the latter of the two plans will in the end, perhaps, prove most economical, and is on that account to be preferred. But if such a step is really contempla-

ted, it is desirable that early measures should be taken to secure a suitable lot in the vicinity designated, before all the land shall be appropriated to other purposes.

### FINANCIAL.

The amount of expenditures by the School Department for the year ending March 1st, 1856, and the condition of its funds at that date, are exhibited in the following account:

#### SCHOOL DEPARTMENT DR.

|                                         |             |
|-----------------------------------------|-------------|
| To Teachers' Salaries,                  | \$25,459.07 |
| " Fuel,                                 | 2,035.79    |
| " Salary of Committee,                  | 1,000.00    |
| " Books and Stationery,                 | 1,122.61    |
| " Alterations, Repairs, and New Houses, | 14,245.55   |
| " Stoves, Pipes, &c.                    | 487.01      |
| " Cleaning, Whitewashing, Sweeping, &c. | 1,581.34    |
| " Land for New Houses,                  | 3,106.26    |
| " Incidentals,                          | 901.71      |
|                                         | <hr/>       |
| Amount of Expenditures,                 | \$49,939.34 |
| " Balance to new account,               | 4.67        |
|                                         | <hr/>       |
|                                         | \$49,944.01 |

#### CREDITS.

|                                      |             |
|--------------------------------------|-------------|
| By Balance March 1st, 1855,          | \$9,157.91  |
| " Annual Appropriation,              | 40,000.00   |
| " Amount received from Commonwealth, | 786.10      |
|                                      | <hr/>       |
|                                      | \$49,944.01 |

It is proper to state in explanation of the above account that the item of "Alterations, Repairs and New Houses," includes not only almost the entire cost of the School houses erected this year, with their appurtenances, but also the whole expense of those erected last year, with the furnishings, fences and other things pertaining thereto; and in the item of "Land for new Houses" is embraced not only the cost of the Dartmouth street lot, but also of that purchased last year on the corner of State and Merrimack streets.

All of which is respectfully submitted.

By order of the Committee,

ALANSON BORDEN, Chairman.

# SCHOOL COMMITTEE

FOR

1 8 5 6 .

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WARD No. 1.—ALANSON BORDEN,

“ “ DANIEL C. BURT,

“ “ JAMES M. LAWTON.

WARD No. 2.—PHILIP S. LEAMING,

“ “ JAMES L. HUMPHREY,

“ “ ELISHA B. BRADFORD.

WARD No. 3.—E. L. BARNEY,

“ “ AZARIAH ELDRIDGE,

“ “ CHARLES L. SWASEY.

WARD No. 4.—AMASA L. GLEASON,

“ “ THOMAS M. STETSON,

“ “ BETHUEL PENNIMAN, JR.

WARD No. 5.—EDWARD P. ABBE,

“ “ WILLIAM HOWE,

“ “ JOSHUA C. STONE.

WARD No. 6.—WILLIAM H. TAYLOR,

“ “ WILLIAM W. CRAPO,

“ “ ALBERT G. STANTON.

# ORGANIZATION OF THE COMMITTEE.

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ALANSON BORDEN, Chairman.

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## STANDING COMMITTEES.

HIGH SCHOOL.—Borden, Gleason, Stone, Crapo, Abbe and Stetson.

NORTH GRAMMAR SCHOOLS.—Gleason, Barney, Swasey and Bradford.

SOUTH GRAMMAR SCHOOLS.—Abbe, Crapo, Stone and Stetson.

NORTH INTERMEDIAL SCHOOLS.—Barney, Humphrey and Leaming.

SOUTH INTERMEDIAL SCHOOLS.—Stanton, Penniman and Howe.

NORTH PRIMARY SCHOOLS.—Humphrey, Lawton and Bradford.

SOUTH PRIMARY SCHOOLS.—Howe, Stanton and Penniman.

MIXED SCHOOL.—Barney and Bradford.

COUNTRY SCHOOLS.—Burt, Leaming and Swasey.

EXAMINATION OF TEACHERS.—Borden, Gleason, Stone, Crapo, Abbe and Stetson.

LIBRARY.—Stone, Gleason and Barney.

SCHOOL HOUSES NORTH.—Lawton.

SCHOOL HOUSES SOUTH.—Stanton.

ADMISSIONS NORTH.—Lawton.

ADMISSIONS SOUTH.—Stanton.

ACCOUNTS.—Borden, Lawton and Stanton.

WILLIAM HOWE, Secretary.



1857—CITY DOCUMENT—No. 7.

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R E P O R T

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW-BEDFORD,

FOR THE YEAR 1856-7.

---

New-Bedford:

E. ANTHONY, PRINTER TO THE CITY.

1857.



# R E P O R T .

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THE SCHOOL COMMITTEE of the City of New Bedford respectfully submit the following Report :

On the organization of the Board at the commencement of the municipal year, the usual Sub-Committees upon the different grades of Schools were appointed, the City having been divided, as heretofore, into Northern and Southern divisions, and a separate Committee assigned to every grade of schools in each of these sections, the High School being the only exception to this arrangement.

It is but just to the working members of the Board to state at the outset, that while the members of some of these Sub-Committees have almost without exception devoted much time and attention to the schools which have been under their immediate care, many of the members of others have been extremely remiss in the discharge of their duties ; nearly the whole labor accomplished having been performed by a few individuals of their number. Though this negligence has, in some instances, doubtless, been owing to causes beyond the control of those who have rendered themselves liable to the imputation, yet, in view of the consequences of such a state of things, it is a question worthy of the serious consideration of every person who takes upon himself the important trust of guar-

dian of our Public Schools, whether, if from any cause he finds himself unable to give a reasonable share of time and labor to the discharge of the duties of the position, a just regard for the welfare of the Schools, as well as a proper respect for the rights and feelings of his associates, does not require him to yield the place to some one more nearly equal to its responsibilities.

The difference above alluded to, in the amount of labor which has been bestowed upon the different schools, renders it impossible for the Committee to give so full and complete a report of the standing and proficiency of some as is given of others; which will account for the contrasts in this respect which the following pages present. But this is a matter of small importance when compared with the loss which the schools themselves must have suffered on this account; for there can be no question but that the progress of any school will be much more rapid when frequently visited and thoroughly examined, than when left wholly to the care of its teachers, however excellent they may be; and that the benefit in the one case, and the loss in the other, will be proportionate to the frequency or rarity of these visits and examinations.

One of the greatest obstacles in the way of the advancement of our schools consists in the natural repugnance to labor evinced by the scholars. It is in this tendency to indolence that disorder, carelessness and inattention, as well as numerous other subordinate difficulties with which the teachers have to contend, have their fruitful source. While some of our teachers exhibit much tact in overcoming this disposition to idleness, readily succeeding in awakening the pupils under their charge to a sense of the importance of the object of their pursuit, others, with much greater



apparent exertion, either fail entirely or meet with but partial success in accomplishing the same end. No doubt a variety of causes contribute to these different results, not the least of which, however, it is believed, is the dissimilarity in the systems of instruction pursued. It will almost invariably be found, that those schools are pervaded to the greatest extent with the spirit of industry in their appropriate work, in which the most thorough and systematic drilling is practiced by the teachers. In order that a scholar should be interested in his books, he should be made to understand what they contain; and in proportion as the teacher enables him to comprehend the principles which lie at the foundation of his studies, will his industry be quickened, and his aversion to labor be removed.

This thoroughness of teaching is, however, rarely possible, unless a proportionate share of interest is manifested by the teacher as well when without as when within the school room, in the progress of his scholars. It assumes that the teacher suffers no point of importance to escape his notice in any recitation, that every principle is illustrated and fully explained, and that the explanations given are so varied as to be adapted to the comprehension of every member of the class. And unless long experience in his profession, coupled with a great degree of familiarity with the text books used, enables him to dispense with the labor which such a course involves, much previous preparation and study, out of school hours, are necessary, to qualify him for such a discharge of his daily duties as is above indicated. It is too often the case, that the teacher throws off all care and responsibility concerning his charge, the moment that the

door of his school room closes behind him; only to resume them again when the hour for commencing his school returns. If what has been observed in relation to the general good effects which thoroughness of instruction has upon the character of a school, and of the necessity of previous study and reflection on the part of the teacher in order to enable him to carry such a system into effect, be true, it follows, that the teacher who limits his services to the hours prescribed for the sessions of his school, not only fails in doing his whole duty to his scholars, but also comes far short of attaining that elevated position both for himself and his school, to which every teacher should aspire, and which a proper use of his opportunities might enable him to reach.

Though in some of our schools the system of instruction pursued is far from being in point of thoroughness, what the Committee could desire, they believe that additional efforts are being made by most of the teachers to this end, and that much improvement has been made in nearly all of them, during the year, in this as well as in other respects; and that our schools as a whole will compare favorably, in all of the qualities which contribute to excellence, with those in other sections of the State.

The instructor in Vocal Music, who was employed in the Grammar Schools during the latter part of last year, has not only been continued in the same grade of schools, but since about the middle of the present school year, has been employed also in the High School, the Mixed School, and in all the Intermedial Schools. In most of the schools in which this branch has been taught, much interest has been manifested in it by both teachers and scholars; and, as a consequence,

good progress has been made, and the general effect has been salutary. It has been the aim of the instructor to teach the subject in a thorough and scientific manner; so that while giving variety and animation to the exercises of the schools, it should operate at the same time as a good discipline to the minds of the scholars.

Whatever may be the opinion of individuals as to the value of a knowledge of vocal music, it is a question whether as an exercise calculated to exert a healthful and harmonizing influence upon the minds of the pupils, and to give a character of pleasantness and attractiveness to our schools, it does not present claims sufficient in themselves to warrant its continuance as a separate branch of instruction. But so long as a majority of the community consider a scientific knowledge of this subject a valuable accomplishment, and when thoroughly taught there can be no doubt that it is a good mental discipline, it is submitted, that if by employing a teacher in our schools who is skilled in a knowledge of its principles, it can be made more profitable to the scholars without detracting from the other purposes which it is intended to subserve, and this result cannot so well be attained by other means, then such a teacher should be employed, if one possessing the requisite qualifications can be obtained at an expense which the object to be gained will warrant. Mr. Jason White, the present instructor, has performed the duties of the position which he has occupied, in a very acceptable and satisfactory manner; and, if it should be determined to continue the services of such a teacher, he is recommended to the favorable notice of the incoming Board.

The Committee would again call attention to the



imperfections which exist in the means at present employed for remedying the evil of Truancy; and to the consequent inadequacy of those means to accomplish the end desired. The subject was considered at some length in the Report of the Committee of last year; and the unfitness of the present instrumentalities employed for the enforcement of the law upon this subject, and the unsuitableness of the Alms House as a place of confinement for the class of children coming within its provisions, were plainly stated, and the necessity of reform in both these particulars earnestly urged. The remarks then made are applicable in their full force to the present state of things, no reformatory measures whatever having been adopted since that time. But unless something is speedily done in the way of providing more effectual means for enforcing the law, and a more suitable place than the Alms House for the accommodation of these children, a large number of the youth of our City will inevitably grow up in our midst in ignorance and crime, with such consequences to themselves and the community at large as can be better imagined than described. It has been suggested, that the old Alms House building, situated on the City Farm at Clark's Point, might, at no very considerable expense, be properly enclosed and converted into a suitable place for the confinement and instruction of the class of children in question. Whether or not this plan be feasible, remains to be determined; and it is alluded to in this connection mainly for the purpose of directing to it the attention of those who may be called to act upon the matter, and who will no doubt be capable of judging of its merits. In concluding their remarks upon this subject, the Committee would again urge it



upon the attention of the incoming City Administration, as a matter which in all its relations deserves and imperatively demands their serious consideration.

A change has lately been made, by the Committee, in the text books heretofore in use on the subjects of Geography and History. The treatise upon the former branch had long been used in our schools, and besides being in many respects poorly adapted to its intended purposes, is wanting in many of the advantages possessed by more recent publications. And, furthermore, there were so many different editions of the same book used by the scholars, as to render it a source of constant trouble and vexation to the teachers; and if there were no other reason for the change, this alone would be sufficient to justify the action of the Committee in this behalf. Cornell's system of Geography, which has been substituted for Smith's, was selected after a careful examination of the works of several other authors, and in its plan and arrangement is believed to be the best school book upon this subject now published; and the Committee are confident that much benefit will be derived from its introduction.

Lossing's History of the United States has been substituted for that of Goodrich; the former being better arranged, more attractive in its form and character, and containing many features well calculated to interest and impress the mind of the learner; and thus being better adapted to convey a good knowledge of the subject, with less labor and in a shorter time than the latter work.

The following pages contain the usual schedule of all the schools in the city, together with the names of the several teachers now employed in the same, with the average and per centage of attendance in each school for the year.

## HIGH SCHOOL.

|          | av. att. | per cent. |
|----------|----------|-----------|
| Boys 58  |          | .95       |
| Girls 81 |          | .88       |
| <hr/>    | <hr/>    | <hr/>     |
| 139      |          | .92       |

John F. Emerson, *Principal*.

J. Judson Tucker, *Assistant*.

Eliza H. Tobey, *Assistant*.

Elizabeth C. Babcock, *Assistant*.

Caroline E. Bonney, *Assistant*,

Alberto Maggi, *Instructor in French*,

## PARKER STREET GRAMMAR SCHOOL.

Ebenezer Hervey, *Principal*. 135 .93

Emma R. Wentworth, *Assistant*.

Jane M. Gardner, *Assistant*.

Jane C. Thompson, *Assistant*.

## CHARLES STREET GRAMMAR SCHOOL.

Nancy H. Burr, *Principal*. 120 .94

Louise E. Colburn, *First Assistant*.

Mary C. Slocum, *Second Assistant*.

## MIDDLE STREET GRAMMAR SCHOOL.

James S. Barrell, *Principal*. 122 .92

Abby A. H. Howard, *First Assistant*.

Isabella G. Staples, *Second Assistant*.

Alvira D. Burdon, *Third Assistant*.

## BUSH STREET BOYS' GRAMMAR SCHOOL.

Sylvander Hutchinson, *Principal*. 104 .91

Cordelia A. Morton, *First Assistant*.

Mary A. Sanford, *Second Assistant*.

## BUSH STREET GIRLS' GRAMMAR SCHOOL.

Hannah B. Robinson, *Principal*. 88 .89

E. Emily Cushman, *First Assistant*.

Mary E. Smith, *Second Assistant*.

## GROVE GRAMMAR SCHOOL.

Ivory S. Cornish, *Principal*. 83 .95

Abbie S. Tobey, *First Assistant*.

Harriet N. R. Tasker, *Second Assistant*.

|                                                  | av. att. | per cent. |
|--------------------------------------------------|----------|-----------|
| ACUSHNET SCHOOL.                                 |          |           |
| William A. Barrell, <i>Principal</i> .           | 44       | .87       |
| Catharine A. Parlow, <i>Assistant</i> .          |          |           |
| MARKET SQUARE SCHOOL.                            |          |           |
| Nehemiah Lincoln, Jr., <i>Principal</i> .        | 46       | .91       |
| Elizabeth P. Vincent, <i>Assistant</i> .         |          |           |
| DARTMOUTH STREET SCHOOL.                         |          |           |
| Ann M. Bonney, <i>Principal</i> .                | 110      | .88       |
| Eliza A. Sisson, <i>First Assistant</i> .        |          |           |
| Betsey B. Winslow, <i>Second Assistant</i> .     |          |           |
| Mary A. Post, <i>Third Assistant</i> .           |          |           |
| HILL INTERMEDIAL SCHOOL.                         |          |           |
| Helen M. Gordon, <i>Principal</i> .              | 49       | .91       |
| Ursula C. Gwynneth, <i>Assistant</i> .           |          |           |
| PARKER STREET INTERMEDIAL SCHOOL.                |          |           |
| Annie R. Commerford, <i>Principal</i> .          | 52       | .92       |
| Sylvia A. Chace, <i>Assistant</i> .              |          |           |
| MAXFIELD STREET INTERMEDIAL SCHOOL.              |          |           |
| Eliza J. D. Shepherd, <i>Principal</i> .         | 88       | .85       |
| Martha Hemenway, <i>First Assistant</i> .        |          |           |
| Emeline H. Richardson, <i>Second Assistant</i> . |          |           |
| KEMPTON STREET INTERMEDIAL SCHOOL.               |          |           |
| Margaret T. Barker, <i>Principal</i> .           | 119      | .93       |
| Joanna P. Nash, <i>First Assistant</i> .         |          |           |
| Helen H. Kelley, <i>Second Assistant</i> .       |          |           |
| CHARLES STREET INTERMEDIAL SCHOOL.               |          |           |
| Clara D. Cory, <i>Principal</i> .                | 49       | .82       |
| Eliza C. Lewis, <i>Assistant</i> .               |          |           |
| WILLIAM STREET INTERMEDIAL SCHOOL.               |          |           |
| Mary E. Savery, <i>Principal</i> .               | 84       | .85       |
| Mary H. Crowell, <i>First Assistant</i> .        |          |           |
| Susan E. Brown, <i>Second Assistant</i> .        |          |           |
| BUSH STREET INTERMEDIAL SCHOOL.                  |          |           |
| Mary E. Allen, <i>Principal</i> .                | 65       | .87       |
| Maria L. Whitney, <i>Assistant</i> .             |          |           |

av. att. per cent.

## SIXTH STREET INTERMEDIAL SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Sarah D. Ottiwell, <i>Principal</i> .        | 101 | .90 |
| Sophia E. Haffards, <i>First Assistant</i> . |     |     |
| Charlotte Carr, <i>Second Assistant</i> .    |     |     |

## GROVE INTERMEDIAL AND PRIMARY SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Phebe B. Cathell, <i>Principal</i> .         | 112 | .87 |
| Mary J. Chase, <i>First Assistant</i> .      |     |     |
| Patience E. Allen, <i>Second Assistant</i> . |     |     |

## HILL PRIMARY SCHOOL.

|                                              |    |     |
|----------------------------------------------|----|-----|
| Susan T. Sherman, <i>Principal</i> .         | 98 | .85 |
| Eleanor Commerford, <i>First Assistant</i> . |    |     |
| Mary C. Tew, <i>Second Assistant</i> .       |    |     |

## PARKER STREET PRIMARY SCHOOL.

|                                    |    |     |
|------------------------------------|----|-----|
| Mary L. Blake, <i>Principal</i> .  | 78 | .77 |
| Abby F. Bryant, <i>Assistant</i> . |    |     |

## MAXFIELD STREET PRIMARY SCHOOL.

|                                               |     |     |
|-----------------------------------------------|-----|-----|
| Mary B. White, <i>Principal</i> .             | 103 | .88 |
| Amanda J. Clark, <i>First Assistant</i> .     |     |     |
| Judith S. Macomber, <i>Second Assistant</i> . |     |     |

## CEDAR STREET PRIMARY SCHOOL.

|                                        |    |     |
|----------------------------------------|----|-----|
| Hannah S. Macomber, <i>Principal</i> . | 75 | .78 |
| Annie S. Homer, <i>Assistant</i> .     |    |     |

## CHARLES STREET PRIMARY SCHOOL.

|                                              |     |     |
|----------------------------------------------|-----|-----|
| Patience R. Almy, <i>Principal</i> ,         | 111 | .81 |
| Lucinda C. Perry, <i>First Assistant</i> .   |     |     |
| Susan M. Tompkins, <i>Second Assistant</i> . |     |     |

## WILLIAM STREET PRIMARY SCHOOL.

|                                                 |     |     |
|-------------------------------------------------|-----|-----|
| Sarah H. Hewins, <i>Principal</i> .             | 101 | .84 |
| Jane E. Finkell, <i>First Assistant</i> .       |     |     |
| Elizabeth H. Simmons, <i>Second Assistant</i> . |     |     |

## BUSH STREET PRIMARY SCHOOL.

|                                             |     |     |
|---------------------------------------------|-----|-----|
| Anna M. Bailey, <i>Principal</i> .          | 104 | .91 |
| Sarah E. Fields, <i>First Assistant</i> .   |     |     |
| Amanda M. Peirce, <i>Second Assistant</i> . |     |     |

## SIXTH STREET PRIMARY SCHOOL.

|                                              |    |     |
|----------------------------------------------|----|-----|
| Harriet P. Cushman, <i>Principal</i> .       | 89 | .84 |
| Ruth H. Brady, <i>First Assistant</i> .      |    |     |
| Sarah H. Cranston, <i>Second Assistant</i> . |    |     |



av. att.      per cent.

## GRIFFIN STREET PRIMARY SCHOOL.

|                                      |    |     |
|--------------------------------------|----|-----|
| Annie H. Sanford, <i>Principal</i> . | 67 | .85 |
| Cordelia Barker, <i>Assistant</i> .  |    |     |

## NORTH SCHOOL.

|                                   |    |     |
|-----------------------------------|----|-----|
| Mary A. Sears, <i>Principal</i> . | 20 | .73 |
|-----------------------------------|----|-----|

## BELVILLE SCHOOL.

|                                       |    |     |
|---------------------------------------|----|-----|
| Amantha J. Borden, <i>Principal</i> . | 29 | .78 |
|---------------------------------------|----|-----|

## PERRY'S NECK SCHOOL.

|                                  |    |  |
|----------------------------------|----|--|
| Alice Barker, <i>Principal</i> . | 27 |  |
|----------------------------------|----|--|

## HASKIN'S CORNER SCHOOL.

|                                  |    |     |
|----------------------------------|----|-----|
| Ellen Atwood, <i>Principal</i> . | 34 | .76 |
|----------------------------------|----|-----|

## CANNONVILLE SCHOOL

|                                      |    |     |
|--------------------------------------|----|-----|
| Hannah H. Sears, <i>Principal</i> .  | 60 | .79 |
| Louisa F. Bryant, <i>Assistant</i> . |    |     |

## CLARK'S POINT SCHOOL.

|                                          |    |     |
|------------------------------------------|----|-----|
| Elizabeth R. Howland, <i>Principal</i> . | 15 | .83 |
|------------------------------------------|----|-----|

## ALMS HOUSE SCHOOL.

|                                       |    |     |
|---------------------------------------|----|-----|
| Amanda A. Howland, <i>Principal</i> . | 18 | .98 |
|---------------------------------------|----|-----|

## EVENING ADULT SCHOOL.

## MALE DEPARTMENT.

|                                        |    |  |
|----------------------------------------|----|--|
| Cyrenus Haskins, <i>Principal</i> .    | 35 |  |
| George B. Hathaway, <i>Assistant</i> . |    |  |

## FEMALE DEPARTMENT.

|                                      |                       |  |
|--------------------------------------|-----------------------|--|
| Ivory S. Cornish, <i>Principal</i> . | 56                    |  |
| Anna M. Bailey,                      | } <i>Assistants</i> . |  |
| Patience R. Almy,                    |                       |  |
| Mary B. White,                       |                       |  |

## PRIMARY SCHOOLS.

The studies pursued in the schools of this grade are necessarily limited in their range, and are not of such a character as usually to interest the majority of persons serving as members of the School Committee. On this account these schools are liable to be less frequently visited and examined than those of a higher

grade; less care and caution are likely to be exercised in selecting their teachers; and they are apt in other ways to be considered as having less relative importance than really belongs to them. But in fact there are none of our schools more deserving than these of careful attention, or which better repay for the amount of time and labor expended upon them.

The greatest advancement of the other schools is, indeed, utterly impossible, without a proportionate advancement of these. The appropriate work of the Primary Schools must be done and well done in the Primary, and so, also, in all the intermediate grades between the lowest and the highest, in order to the best state of each and all. Taking into account the comparative estimation in which these schools have been held, and the manner in which they have as a consequence been cared for, they are certainly in much better condition than could reasonably be expected; several of them, indeed, being well deserving of the appellation of excellent. In others, however, there is still room for improvement in various particulars, as will more fully appear in the remarks which follow under the head of each school.

*Hill Primary School.* This school still maintains the improved character which in the Report of last year it is represented as having acquired; it being in point of order and in most other respects a well managed school. But though the teachers have all been industrious and faithful, all have not been equally successful in the training of their classes, those under the direction of the Second Assistant exhibiting superior carefulness and thoroughness of instruction. Some further effort on the part of the other teachers, in this direction,

would soon render the school equal in standing to others of its grade.

*Parker Street Primary School.* This school, since the commencement of the Summer term, has been under the charge of Miss Mary L. Blake ; and under its new management it has exhibited most marked and decided improvement. Miss Blake, combining as she does vivacity and gentleness of manner, with aptitude to impart instruction and thoroughness in her system of teaching ,appears to be peculiarly adapted to a school of this grade. Miss Abby F. Bryant continues to act as Assistant in this school ; and the exercises in her department, though not fully equal to those in the Principal's, are reported good.

*Cedar Street Primary School.* This school has been under the charge of Miss Hannah S. Macomber since the beginning of the present school year, Miss Annie S. Homer, the former Assistant, having continued to act in the same capacity. Though both of these teachers are, perhaps, better adapted to a school of a higher grade, they have labored faithfully and with success to advance the standing of their several departments ; and though the school does not in all respects equal in excellence some others of its class, its deficiencies are not attributable to any lack of effort on the part of its instructors.

*Maxfield Street Primary School.* Though the same teachers have been continued in this school, it is now in much better condition than at the date of the last Annual Report. The classes of some of the teachers exhibit very careful training. Some other classes, under different management, do not appear to have been quite so thoroughly drilled. The school, as a whole, however, is doing a very good work and stands well.

*Charles Street Primary School.* This is a well governed, thoroughly taught, and in every other respect a superior school. Mrs. Almy, the Principal, has labored earnestly and effectively to elevate the character of her charge, and being well adapted to her position, and her efforts having been ably seconded by her Assistants, she has so far far succeeded in her object as to leave little to be desired for this school beyond its continuance in its present prosperous condition.

*William Street Primary School.* Though this school cannot be said to have deteriorated in character during the year, it has not made the same progress as some others of its grade, and therefore now occupies only a fair relative position.

*Bush Street Primary School.* This is a very pleasant, well drilled and excellently managed school, and fully maintains the deservedly good reputation which it has long enjoyed.

*Sixth Street Primary School.* The classes of the Assistants in this school indicate more careful and better instruction than those of the Principal. If the efforts of the latter had been as earnest and well directed as those of the former, the school, it is believed, would, as a whole, have made much greater progress, and might now have been in a state more satisfactory to the Committee. Miss Covill, who has long acted as Principal of this school, resigned her position at the close of the Winter term, and was succeeded by Miss Harriet P. Cushman, from whose previous reputation as a teacher, the Committee have reason to hope for a better future for this school.

*Griffin Street Primary School.* Miss Lothrop, the late Principal of this school, resigned her position during the latter part of the Winter term; and in



consequence of the time at which her resignation took effect, this school was left in rather an unfavorable state for the annual examination which followed soon after. Judging of the character of the school, however, from the appearance which it has presented at other times during the year, as well as from the results of this examination, the Committee do not consider that the school fully sustains its former rank as the first of its grade. Miss Annie H. Sanford, the present Principal, gave entire satisfaction while acting as Assistant in the same school, and it is hoped that she may be equally fortunate in her new position.

*Grove Intermedial and Primary School—Primary Department.* This department has, since the beginning of the Summer term, been under the immediate direction of Miss Mary J. Chase. The opinion of the Committee as to the manner in which Miss Chase has discharged the duties of her present position is sufficiently indicated by the remark, that the school, under her management, presents the same characteristics of excellence which belonged to it while under the charge of her predecessor, Mrs. Harriet N. Allen.

*Dartmouth Street School—Primary Department.* The Primary scholars in this school now occupy two rooms, one of which is under the care of Miss Mary A. Post, and the other has, until the beginning of the present term, been under the direction of Miss Eliza A. Sisson. Though Miss Post has had no experience in teaching beyond what she has acquired in her present position, which she has only occupied a little more than two terms, yet, in respect to order and general good management, her department will compare favorably with the higher departments in the same school. The exercises in Miss Sisson's department are highly

commended by the examining Committee; and the continued success she has met with during the period of her connection with this school, together with her long experience as a teacher, seems to have entitled her to the promotion she has received in being placed in charge of the Intermedial department, to which position she was appointed at the commencement of the present term; Miss Betsey B. Winslow having, at the same time, been appointed to the vacancy thus made.

### INTERMEDIAL SCHOOLS.

The scholars admitted to these schools have arrived at sufficient maturity to begin to have some preception of the use and value of knowledge; and, especially if they have been properly instructed in the Primary Schools, are in the best possible state for effective training. Their minds being in a condition best fitted to receive and retain whatever impressions are made upon them, more is probably accomplished towards permanently fixing their habits, while they remain in these schools, than during any other period of their school attendance. It is, therefore, of the first importance that they should here be well drilled in the rudiments of those branches which they are to pursue more extensively in the higher grades of schools; and that they should be trained to those habits of studiousness and correctness which are so necessary to their future rapid advancement. The teachers of these schools, more particularly their Principals, have hitherto been appointed mainly with reference to their ability fully to meet and carry into effect the requirements implied in the above remarks; and it is no doubt to this that

their present generally good condition is mainly attributable.

*Hill Intermedial School.* The spirit and vigor with which this school is managed, tolerating neither idleness nor inattention, impart to it an appearance of vitality and industry which the condition of the classes proves to be real and not imaginary. The school is well governed and well taught, and the report of the examining Committee shows that it has lost nothing of the good name it has hitherto borne.

*Parker Street Intermedial School.* This school has greatly improved within the last two years, and now ranks among the first of its grade. The order is unexceptionable; the school rooms invariably wear a neat and pleasant appearance; and the good impression given by these features, which first attract attention, is confirmed and sustained by the proficiency of the classes. The Committee take pleasure in noticing the increased energy and efficiency manifested during the past year by both of the teachers in this school.

*Maxfield Street Intermedial School.* The system of classification lately introduced into this and some of the other schools of this grade, by which the first class in one study is made first in all, and so also with the subordinate classes, in connection with the fact that at the close of the previous term the first class was sent to the Grammar Schools, was rather unfavorable to the comparative standing of this school, judging from the examination alone. Yet the school is considered as being in an excellent state in regard to training and order; and under more favorable circumstances would undoubtedly do better justice to the industry and faithfulness which characterize all its teachers.

*Kempton Street Intermedial School.* The reputation



which the present Principal of this school had acquired, as a good disciplinarian and thorough teacher, while acting as First Assistant of the Middle Street Grammar School, induced the Board of last year to transfer her to the Principalship of this school; and she entered upon the discharge of the duties of that position with well founded expectations on the part of the Committee that under her management the prosperity of the school would be ensured. The fact is too obvious, however, to be kept out of sight, and therefore it may as well be plainly stated, that neither in the general condition of the school during the year, nor in the result of the last examination, have the expectations of the Committee been realized. The order of the school has not been satisfactory; and the examining Committee report that the classes do not compare favorably with those of the same rank in the other Intermedial schools. This unfavorable state of things is, no doubt, in part, attributable to the turbulent character of the material of which the school is composed, and in part to the large number of scholars which have been in attendance; these extenuating circumstances do not, however, in the opinion of the Committee, fully account for the present condition of the school; and some reform in the method of its management is urgently desired.

*Charles Street Intermedial School.* The attendance at this school during the year has been quite small, but there has been no remission of effort on the part of the teachers on this account; and the report of the examining Committee indicates that it is not wanting in any of the elements which constitute a good school.

*William Street Intermedial School.* This school has attained during the year even a higher character for



excellence than that which it had previously enjoyed. The teachers, while faithful in the discharge of their own duties, exact from the scholars the same strict performance of theirs; and, as a consequence, in no school of its class is, perhaps, so great an amount of labor accomplished, and such rapid progress made, as in this. In short, both teachers and scholars, in all the exercises of the school, appear to be governed by the maxim that "whatever is worth doing at all, is worth doing well."

*Bush Street Intermedial School.* Miss Mary T. Congdon, the long continued and deservedly popular Principal of this school, resigned her situation at the close of the Spring term, and was succeeded at the commencement of the following term by Miss Mary E. Allen, under whose direction it has since been. Miss Allen is a laborious and faithful teacher; the examination was creditable, and in many respects excellent; but the school, as a whole, is not considered as fully maintaining its former high rank.

*Sixth Street Intermedial School.* The improvement in the character of this school, which was noticed and commended in the Report of last year, has been still more marked and striking during the present year. The teachers seem to have succeeded to a very considerable extent in infusing into the scholars the same spirit of industry and desire to excel which have characterized their own exertions; and thus all having labored together with well directed efforts to accomplish the same end, the school has attained a state of excellence highly gratifying to the Committee.

*Grove Intermedial and Primary School.—Intermedial Department.* Notwithstanding the discouraging circumstances under which this school has labored

during the year, arising from the sickness which has prevailed among the scholars, the examination was highly creditable to the character and standing of the school. The exercises in every respect merited commendation; the order is of the best kind; and the school, as a whole, is considered to be in a very flourishing condition.

*Dartmouth Street School.—Intermedial Department.* This school has been under the direction of Miss Mary A. Crapo up to the close of the Winter term, and has been conducted in a most unexceptionable manner. Miss Crapo resigned her situation at the time above mentioned, and, as has been already stated, was succeeded at the commencement of the present term, by Miss Eliza A. Sisson; and if under the care of the latter the school is maintained in its present condition, the reasonable expectations of the Committee will be fully realized.

*Market Square School.* The Principal of this school seems to possess in perfection all the qualifications necessary for the successful management of the class of scholars of which the school is composed. Made up of truants, and the dull and disorderly from the other schools, the most that can be expected is, that they should here be trained to habits of unhesitating obedience, and of strict regularity in their attendance at school, and that their dormant energies should be aroused, and a proper start given them in the way of acquiring a more complete education in the higher schools. All this, and whatever else can well be done for this class of scholars during the period of their attendance at this school, is being done by Mr Lincoln, aided, however, by the valuable services of an Assistant, whose qualifica-

tions for her position are not much inferior to his own.

The initiatory steps were taken by the present City Council towards providing better accommodations for this school, and an appropriation was made for that purpose; but owing to the lateness of the season before the necessary preparations were made, or from some other unexplained cause, the original purpose has not been carried into effect. It is earnestly to be desired that the incoming City Government will immediately take measures to accomplish this object; for the location of the building in which the school is now held is in very many respects unsuitable; and its accommodations are also inadequate for the number of scholars who might with advantage be sent to a school of this character.

### COUNTRY SCHOOLS.

*North School.* Among the scholars attending this school there are a number of bright and intelligent girls, whose attainments are comparatively of a high order, and who add much to the interest of the exercises, especially of the more advanced classes to which they belong. It is indeed mainly to the superior scholarship of these girls that the satisfactory character of the examination was due. The school, since the beginning of the Spring term, has been under the management of Miss Mary A. Sears; and it appears to be orderly and well conducted.

*Acushnet School.* Notwithstanding the union of all the scholars of this place into one school, and the admission to it of a number of Fairhaven scholars, the size of the school is comparatively small, the average



attendance for the past year having been but forty-four. The scholars admitted from Fairhaven are charged a small fee for tuition, and being of the best class, they serve rather to increase than to diminish the usefulness of the school to those properly belonging. Both at the time of the Annual Examination, and at other times during the year, the exercises have been of a high order of merit, and creditable to the skill and efficiency of the teacher. Under the charge of Mr. Chamberlin, the school has for a number of years been in a highly prosperous condition; and the Committee much regret the loss of his valuable services, he having lately resigned his situation with the intention of removing West. Mr. William A. Barrell has been appointed to the vacancy thus made.

*Belville School.* The pupils attending this school are for the most part young, and therefore the school could not be expected to compare, in point of scholarship, with some others of its class more fortunately situated in this respect. The teacher labors earnestly and faithfully for the advancement of her scholars; and the progress they have made is creditable to her exertions. Some further attention to the order of the school is, however, suggested to the teacher as a means of still further increasing its usefulness.

*Perry's Neck School.* This school continues under the charge of Miss Alice Barker, and is in good order, and in fair condition as to the attainments of its classes. The examination was creditable, but not of a character deserving particular commendation.

*Haskins' Corner School.* Miss Miranda Williams, the former Principal of this school, resigned her situation at the close of the Fall term; and Miss Ellen Atwood was placed in charge of the school at the



commencement of the Winter term. Miss Williams was considered to be a good teacher; but under the management of Miss Atwood, the school has been completely revolutionized and in every way improved. The order of the school is all that could be desired; the examination was in every respect satisfactory; and if her success thus far indicates her true character as a teacher, the Committee were fortunate in securing Miss Atwood's services.

*Cannonville School.* There are several quite large and evil disposed boys belonging to this school, whose conduct is such as to render the school exceedingly difficult of management by any female teacher. The scholars of which the school is composed are as a whole of rather a disorderly description, and are of just the right sort to be easily influenced and led astray by the boys in question. Under these circumstances it is not surprising that the character and standing of the school should not be good. Miss Alvira D. Burdon, the late Principal of the school, during her connection with it, used her best exertions to keep it in subordination; and it is not considered as any reflection upon her ability as a teacher, under the circumstances in which she was placed, to state that she was unsuccessful. Miss Burdon was transferred to the Middle Street Grammar School at the beginning of the present term, and Miss Hannah H. Sears was appointed to the situation thus made vacant. Under the management of the latter, the school has been even in a much worse state than while under the former; and the Committee have been obliged to interpose to prevent the school from falling into a state of complete anarchy. Under their direction three of the most turbulent of the boys have been suspended; and it is hoped that a better state of things

will now soon prevail in the school. But if this result should not be realized, it is suggested to the incoming Board that the services of a male teacher should at once be secured for this school. The remarks above made have no application to the department of the school under Miss Bryant, which has been in a fine state of order, and in general good condition through the year.

*Clark's Point School.* This school continues under the charge of Miss Elizabeth R. Howland; and though small in number, is a well conducted and admirably managed school. The classes have been very thoroughly drilled, and the examination was highly satisfactory. Miss Howland is one of the best teachers in the service.

*Alms House School.* Miss Hannah S. Macomber resigned her situation as Principal of this school, at the close of the Spring term; and the school since that time has been under the charge of Miss Amanda A. Howland. Miss Howland has had a fair degree of success in her present position, but the school hardly sustains the character it possessed while under the care of her predecessor.

## NORTH GRAMMAR SCHOOLS.

The general condition of these schools fully appears in the Report of the Sub-Committee on the same, which is as follows.

The Committee respectfully submit the following Report:

Feeling the importance of systematic effort in visiting and examining the schools under their immediate

charge, this Committee, at the commencement of the year, divided the responsibility of their management, by assigning to each member distinct and definite duties. Rev. Mr. Bradford was appointed Sub-Committee on Geography and Moral Science, Dr. Swasey on History and Physiology, Mr. Barney on Arithmetic, and Mr. Gleason on Reading, Spelling, Grammar and Writing.

In accordance with the above plan these schools have been examined in each department of study during every term, and the results of each examiner carefully noted at the time. From the minutes of these several examinations a general statement is made, showing the condition of the schools in all the studies during the year.

Subjoined are the Reports of each examiner:

#### GEOGRAPHY.

Upon the undersigned was imposed the duty of examining the several classes in Geography in the North Grammar Schools during the school year just closing. That duty has been performed,—all the schools having been visited, and every class, with but a single exception, examined during each term; and the following is presented as his report:

*Parker Street School.* In this school there are four classes in this study, each of the four departments into which the school is divided forming one class. The class in room No. 4, have been through the introductory portions of the text books and partly through the maps of the United States, and as far as they had progressed they passed fair, and some of them good examinations. The class in room No. 3, during the early part of the year, accomplished but little; but during the latter portion of the year, they have done



much better ; and at the close of the Winter term the examination was generally well sustained. This class have passed through about the same portions of the text books as the one previously noticed. The class in room No. 2, did not, at the Fall term, fully meet my expectations ; but at the examination recently held they had made excellent progress, and I was much pleased with their proficiency. In room No. 1, the examinations have been generally well sustained through the year.

*Middle Street School.* In this school there are eight classes in this study, two classes reciting to each of the four teachers. The lower classes have made about the same progress in the text books, and with about the same results as those of the same grade in the Parker Street School. The higher classes sustained themselves well, with a few individual exceptions. The first class of the First Assistant is a good class, and sustained very satisfactory examinations. The first class of the Principal also acquitted themselves well. They excel in drawing maps, first having memorized the latitude and longitude of the principal points.

*Charles Street School.* This school has five classes in this study, each of which have passed good examinations upon the topics pursued. In the four lower classes recitations in concert upon the outline maps are chiefly relied on in teaching this study. The topics are first thoroughly committed, and then the several places &c., are required to be pointed out in succession upon the maps. In this manner the three lowest classes have passed over the American Continents and their divisions ; and the first class of the First Assistant have been through Europe and Africa, and have committed the topics of Asia. The class of the Principal



has in the same manner completed all the maps. Numerous maps were presented which had been drawn by members of this class, all of which were well, and some of them beautifully executed.

In closing this report your Committee feels it a duty to say that he has found much to commend. Deficiencies which appeared at one examination were found supplied at the next, showing diligence on the part of both teachers and scholars, and also proving the importance of frequent and thorough examinations by the Committee. In each of the schools there are scholars who have invariably acquitted themselves well, thus honoring themselves and reflecting equal honor upon their teachers.

#### MORAL SCIENCE.

The subject of morals has received considerable attention in the several schools, some of the scholars exhibiting a fair knowledge of the manual used as a text book.

All of which is respectfully submitted,

E. B. BRADFORD.

#### HISTORY OF THE UNITED STATES.

At the organization of the Board last April, the examination of the classes in the History of the United States, and also the classes in Physiology was assigned to me as one of the Sub-Committee of the Grammar Schools North.

Every class in History in these schools has been examined during the year, three and some of them four times. It was intended to make these examinations thorough, more especially in the higher or first classes; and particularly at the close of the Winter term, a

whole half day having been devoted to a single class in some instances at this last examination.

Of the condition and improvement of the Principal's classes in the Parker Street, Charles Street and Middle Street Schools, I am pleased to be able to report very favorably. In these classes there has been not only progress but decided improvement, giving evidence of faithfulness on the part of the teachers as well as application on their own. To this general statement there are a few, and but a few, individual exceptions. The same general statement in regard to the first classes is also applicable to the second classes, with perhaps a larger number of individual exceptions to good scholarship. Some of these classes are under the charge of the First Assistants in these schools. As an offset to these cases of poor scholars I have alluded to, I might mention individual cases of superior scholarship in these classes were it proper in this place.

As the third and lowest classes have made but little progress in History, little can be said of them in comparison with the other two. It is not doubted, however, but that the material both as to the teachers and scholars, gives a good guaranty of progress and improvement here. These classes have received their proportionate share of attention from the Committee.

#### PHYSIOLOGY.

Early in the school year some recitations in Physiology were heard; but so few have been the scholars and classes in this branch in the Grammar Schools North, and so little the interest manifested on the part of both teachers and scholars in the same, that I did not deem it expedient to examine any classes in this study at the close of the year. In what I have said in regard to a want of interest in this study, I intend

no reflection upon the teachers or scholars ; for I think it is owing in a great measure to the fact that the text books upon this subject, now used in our schools, are poor and imperfect and not what they should be.

In conclusion, I feel justified in speaking well of the improvement, the attention and respect of the scholars in the different classes in History, in the Grammar Schools North, as well as the faithfulness, kindness and urbanity of their teachers.

All of which is respectfully submitted,

CHARLES L. SWASEY.

#### ARITHMETIC.

The undersigned, who attended to the examination of the classes in Arithmetic in the North Grammar Schools for the school year 1856-7, respectfully submits the following Report :

During the Spring and Summer terms, the schools were so nearly equal in their standing in this branch that it would be difficult to discriminate between them. The same remark is also very nearly correct when applied to the Fall term ; though from the hasty examination made at that time the undersigned judged that the Middle Street and the Charles Street Schools stood rather the best, the percentage of error made by the scholars in these schools being about the same, and somewhat less than was made in the Parker Street School.

At the close of the Winter term a more thorough and satisfactory mode of examination was adopted, and the Committee would report the following as the relative condition of the three first classes in each school.

## CHARLES STREET GIRLS' SCHOOL.

|                                    |           |
|------------------------------------|-----------|
| 1st class—Percentage of error,     | .16 8-10. |
| 2d   “           “       “       “ | .20 2-10. |
| 3d   “           “       “       “ | .23 8-10. |

## MIDDLE STREET BOYS' SCHOOL.

|                                    |           |
|------------------------------------|-----------|
| 1st class—Percentage of error,     | .16 8-10. |
| 2d   “           “       “       “ | .16       |
| 3d   “           “       “       “ | .11 1-10. |

## PARKER STREET BOY'S SCHOOL.

|                                    |           |
|------------------------------------|-----------|
| 1st class—Percentage of       “    | .09 7-10. |
| 2d   “           “       “       “ | .04 2-10. |
| 3d   “           “       “       “ | .01 6-10. |

From the above schedule it appears that the Parker Street School made the least percentage of error, the Middle Street stands next in order, and the Charles Street last. The undersigned feels it his duty to report to the Board the result of this last examination, because the same method was pursued with the three first classes in each school. The Parker Street School is, however, the only one in which all these classes have been under the instruction of the Principal; and this circumstance in connection with the fact that the first and second classes in this school are smaller than those of the same grade in the Charles Street and Middle Street Schools, gave the former school a decided advantage over the two latter. In all these schools the classes, under the instruction of the respective Principals, passed a fine examination, and I report them to be in excellent condition. Judging of the standing of the respective schools from the relative standing of all the classes in each, I find that the Middle Street School stands the best, and that the other two are about on an equality.

The government in the Charles Street and Middle



Street Schools is good ; but in the Parker Street there is some difficulty in this respect. The Principal of this school does not exercise that care and authority over the scholars in the rooms of the Assistants which I find to exist in the other schools. Though there is some excuse for this in the present arrangement of the rooms, it is not, in my opinion, sufficient to justify the state of things which prevails, and reform in this particular is much desired.

E. L. BARNEY.

#### GRAMMAR.

From a comparison of the examinations of these schools in Grammar, your Committee is pleased to be able to report steady improvement ; slight deficiencies at one examination having been so far remedied at another, as to leave no exceptions to the general rule. The system of instruction is different in the different schools with varying results. In the Middle Street and Parker Street Schools, the text books used, treat this subject upon the synthetic method, with but little analysis ; in the Charles Street, the text book for the higher classes is purely analytic in its arrangement. The teachers of these classes, however, combine the two methods. The exercises with the more advanced classes have been substantially the same, and consisted in parsing from their reading lessons, in the construction and analysis of sentences, and upon the principles and rules of Grammar generally. The lower classes were confined principally to their Grammars in their examinations, and were found quite familiar with the principles as far as they had advanced. There is but little difference in the standing of these schools, if

we except those classes that have studied analysis, which are superior to others of the same grade. There are good Grammarians in all the schools, and there is no class, that has not made respectable progress. The interest shown in this subject both by teachers and scholars, refutes the notion that "Grammar is a dry study," when skilfully and properly taught.

#### READING.

This important branch receives its appropriate share of attention in these schools. From term to term, progress has been made in all the classes, and marked improvement in some, particularly in the second class, under the instruction of the Principal in the Middle Street School. Very few cases of monotonous reading or unpleasant formality can be found in any of the classes, and they generally exhibit a fair knowledge of the use and properties of the marks and stops used in punctuation. We do not attempt to compare these schools in Reading, as the excellence of each consists in reading very different kinds of composition, each school in a style somewhat peculiar to itself. In the Principal's room at the Parker Street, they excel in narrative reading. This is partly owing to their frequent readings from History. The Principal's class in the Middle Street, read well in dialogue and declamatory composition. In the Charles Street, in promiscuous subjects, they read remarkably well. In expression and force, the classes taught by the Principal and First Assistant, have attained a high degree of excellence. Most of the Assistants' classes in these different schools, are in nearly the same degree of advancement, except in room No. 3, in the Parker Street, where there are some large boys who attend only in Winter, and whose presence reduces the

standing of that room. But little inequality exists in the reading of the members of the same class in any, except the Middle Street School, and in this, it is the result of the mode of classification. In this school each pupil is in the same class in all of his studies. Much might be said of the importance of perfection in this study, attained only by patient thorough instruction in the elements of Elocution. Good reading, if not regarded as an essential, must certainly be ranked among the accomplishments of a thorough education; and no amount of labor to attain eminence in this department, can be regarded as superfluous.

#### SPELLING.

All the classes in each school were examined in Spelling. The exercise with the highest three classes was conducted in writing. Twenty words, selected by the Committee, were proposed to the pupils, who wrote them hastily upon strips of paper, without being allowed any time for subsequent correction. The remaining classes spelled, orally, words from their reading lessons. The following is a list of the words used in examining the higher classes in each school.

|            |            |            |            |
|------------|------------|------------|------------|
| Turpitude. | Tyrannize. | Pigeon.    | Raisin.    |
| Typify.    | Supersede. | Sparse.    | Basilisk.  |
| Satellite. | Apocrypha. | Irascible. | Chrysalis. |
| Brunette.  | Paralysis. | Pleurisy.  | Leopard.   |
| Chirrup.   | Mysticism. | Charade.   | Mayoralty. |

The result is given in a tabular view, showing the percentage of correct spelling, and the number of scholars to whom the words were given, in each school.

|                        | Percentage of correct work. | No. of Scholars. |
|------------------------|-----------------------------|------------------|
| Charles Street School, | .43                         | 46               |
| Middle Street School,  | .38                         | 45               |
| Parker Street School,  | .35                         | 64               |

The small per cent. of correct work here shown, is calculated to give a more unfavorable impression of the condition of these schools in this study than is just. The words are difficult, and were designed to test, severely, the pupils' knowledge of Orthography. Some allowance is due the Parker Street School on account of the large number of scholars engaged in the exercise, which would have a tendency to lower their percentage. It should be noticed that this is the largest Grammar School in the city.

#### WRITING.

All the pupils in these schools write. A large proportion of them are confined to writing the elements and simple words. This is owing in part, to the system and books now in use, which contain nothing but elements and single words in three or four of the first numbers. This is regarded as a radical defect, as the writing of sentences ought to be soon introduced. Neatness and care characterize these books generally, with an occasional exception of one sadly deficient in the proportions and positions of its principal characters. There are other systems of Writing, combining in a higher degree, beauty and simplicity, which could easily be substituted for the one now in use.

At the close of the Winter term the exercises in the Middle Street and Charles Street Schools, were of a miscellaneous character, consisting of declamations, compositions and singing, interspersed with some of their usual recitations. Many of the parents and friends of the teachers and pupils were present, as well as others interested in the prosperity of our Public Schools.

The general appearance and condition of these schools are somewhat differently noticed by the differ-



ent examiners. Although these schools have not yet attained that high degree of eminence your Committee would desire, still I believe it but simple justice to say, that they have not only maintained their former standing in scholarship and discipline, but have made decided improvement. At all times the teachers have received the Committees' suggestions in regard to instruction and general management, in the spirit in which they were given, and have cheerfully complied with the same.

In conclusion, I refer with pleasure to the Reports of the gentlemen with whom I am associated, showing with what faithfulness they have examined and reported their respective departments, and in parting, beg leave to tender them my grateful acknowledgments for their advice and aid in the general conduct of these schools.

All of which is respectfully submitted,

A. L. GLEASON, *Chairman*  
*North Grammar Committee.*

### SOUTH GRAMMAR SCHOOLS.

A Sub-Committee, consisting of the usual number of members, was assigned to these schools at the beginning of the school year, but, as has been the case with others of these Committees, the greater portion of the labor performed has devolved upon one or two individuals belonging to the same. For this reason these schools have not been examined with that degree of care and thoroughness which has been the case with the same grade of schools North,—it having been im-

possible to carry into effect the same method of apportioning the studies among the different members. The Chairman of this Sub-Committee has faithfully performed his duties, and with the assistance he has been able to obtain from the other members, has made such examinations from time to time, as were in his power. The following is a brief statement of the general result of these examinations in the several studies pursued.

#### ARITHMETIC.

The recitations in this study were generally satisfactory. The same results were frequently obtained by different scholars, by processes varying in their nature, showing that they had been instructed in the principles of the branch, rather than by rote and rule. Among the higher classes deserving of particular mention, are the first class in the Grove School and the first in the Bush Street Girls' School. The first class in the Bush Street Boys' School is a good class, but not equal to those first named. Among the lower classes, those of the Second Assistants in the Bush Street Schools, are highly commended.

#### HISTORY.

This branch has been well studied and thoroughly taught in all of these schools. The first class in the Grove School, and the first in the Bush Street Boys', are noticed as having passed excellent examinations.

#### GRAMMAR.

The examinations in this study were generally of a very favorable character. The Committee state that they were particularly well pleased with the intelligence and accuracy of the classes in the Bush Street Girls' School.

## GEOGRAPHY.

The examinations in this study were creditable in all of these schools, with the exception of a class containing a number of large boys in the First Assistant's department in the Grove School. These boys are much better qualified by their size, than by their attainments, for a school of this grade.

## READING.

In this branch, the Committee report that they were well pleased with the classes in the Bush Street Girls' School, particularly with a class under the instruction of the Second Assistant. The Principal's first class is made up of scholars, who have, for the most part, been under her instruction but a short time, and therefore, the class did not appear quite as well as is usual with the first class in this school. It is, however, rapidly laying the foundation for future excellence. In the Bush Street Boys' School there are some excellent readers, and many who would be profited by further thorough drilling. The same remark also applies to the classes in the Grove School. The Committee remark that in both of these schools the great body of the scholars betray a lack of finish and scholarly deportment. This doubtless is mostly owing to the want of home discipline; but perhaps in part to the exercise of too little care in these particulars, on the part of the teachers.

## SPELLING.

The spelling was very good in all of the classes. Particular improvement is noticed in the Bush Street Boys' School. The words proposed were not selected with reference to the rarity of their appearance in the language, nor on account of any remarkable association of consonants, but were such words as are in com-

mon use, and were taken from the books used by the scholars in reading.

#### SINGING.

In relation to this subject the Committee remark,—  
“That the trial of having a teacher to instruct each school weekly in this branch, has been entirely successful, it not only having caused an increased interest on the part of the scholars, but also a very great improvement in the art of singing itself.”

The general appearance and condition of these schools may be noticed as follows;

*Grove School.* This school is orderly and very well managed, and has, through the year, maintained a good standing. The examinations, with some few exceptions, have been satisfactory.

*Bush Street Boys' School.* There has been great improvement in this school since the last Annual Report. The Principal has made zealous efforts to bring his classes up to the required standard, and they have generally passed good examinations. It is, however, considered that the Principal has, at times, manifested undue anxiety to give the Committee favorable impressions of the attainments of his classes; and it is further remarked, that there is yet room for improvement in the deportment of the scholars, and in their general neatness of appearance.

*Bush Street Girls' School.* The happy relations which exist between the teachers and scholars, and the lady-like air and bearing with which all its operations are conducted, are in themselves, sufficient to make it always a pleasure to the Committee to visit this school. The government is mild, though firm and judicious, being as far removed from discord, as from constraint, and the examinations are generally of an



excellent description. But of whatever character they may be, the fact is always apparent that the classes are under the management of patient, pains-taking and thorough teachers ; and that every effort is being made to promote their advancement.

### HIGH SCHOOL.

The Committee to whom the care of this school was assigned, included several members, who, for various reasons, have failed to give that attention to the school which its importance would seem to demand. The few members of this Committee upon whom the labor has mostly devolved, have found it impossible to make such thorough and extensive examinations as could have been desired ; yet the results obtained have been of a character fully to show that the school continues to sustain the reputation for excellence it has long enjoyed. The public semi-annual exercises in Composition and Declamation, were well attended, and the performances of the pupils were of a very meritorious and most interesting description ; indicating, if not proving of themselves, that the course of instruction and discipline pursued, is well calculated to make accomplished scholars.

A class, consisting of thirty members, was admitted at the June examination of candidates, and a class of eighteen at the succeeding December examination, and the whole number of scholars now in the school is one hundred and forty-five ; fifty-seven of whom are in the Male Department, and eighty-eight in the Female Department, with an average attendance in the whole school, for the year, of one hundred and thirty-nine.

The Male Assistant who was employed the latter part of last year, resigned his situation at the close of the Spring term, and that position has since been filled in a very acceptable and satisfactory manner by Mr. J. Judson Tucker. Mr. Maggi, who was employed by the Board of last year, as an instructor in the French language, has been continued through the present year, and the classes in this study under his management have been well taught, and have attained a high degree of proficiency. The school has now a corps of very able, competent and faithful teachers. If proper care continues to be exercised in the admission of scholars to its privileges, and it receive its due share of attention from the Committee, its graduates cannot well fail to continue to evince, by their attainments, the high standing of the school, and by the excellence of their scholarship, the thoroughness of the training which they shall have received.

### EVENING ADULT SCHOOL.

Anxious to afford to all classes of our population the means of obtaining the rudiments at least, of an education, the School Board has for several years past, opened this school during the evenings of about six months of the year, for the accommodation of such adults and others as have been desirous of acquiring knowledge, but whose circumstances have denied them access to the ordinary sources of instruction. A sufficient number of teachers has been provided to afford to each of those attending, a fair share of attention, so that all might receive the greatest possible benefit from the opportunities presented, and thus be encour-

aged to continue their efforts. Quite a large number of persons have to a greater or less extent, embraced the privileges which this school affords during the current season, and many of them have made commendable progress. The whole number entered in the Male Department, is one hundred and three, with an average attendance, for the first twelve weeks, of forty-eight. The whole number entered in the Female Department, is one hundred and ninety, with an average attendance for the same period, of seventy-one.

### SCHOOL PROPERTY.

A brick School House has been erected on the corner of State and Merrimac streets during the year, at an expense for the building alone, of \$8,500; which sum will probably be increased by the necessary outlay for furniture, fences, &c., to \$9,500. The lower story of the building is designed for a Primary School; and it is contemplated to occupy it for this purpose at the commencement of the ensuing Summer term. The upper story remains unfinished; but is intended at some future period, to accommodate an Intermedial School.

An appropriation has also been made for the purchase of a Lot and the erection of a more suitable building for the Mixed School; but, as has already been observed under the head of that school, the purpose has not yet been carried into effect. It is desirable, however, that early action should be taken in relation to this matter, so that the building may be erected before the cold season again comes on, not only that it may thus be made more substantial in its character, but sooner be in readiness for occupancy.

The inconveniences and difficulties arising from the present arrangement of that part of the Parker Street School House which is occupied by the Grammar School, cannot, consistently with a proper regard for the welfare of that school, be permitted much longer to continue. The alterations in the premises made necessary by the introduction of the new arrangement which took place some three years since, were of rather an expensive nature, and though the practical operation of this arrangement has from the first been continuously productive of evil results, the original cost, in connection with the fact that the restoration of the old order of things would involve the repetition of the same expense, has deterred the Committee from taking any decisive action in relation to the matter until time should unmistakably have proved the experiment to be a failure. Should the old arrangement be restored, however, the premises could not be made to accommodate the present number of scholars, and it might therefore involve the necessity of re-establishing the Hill Grammar School.

There is quite an urgent demand for a new Country School somewhere about mid way from Jesseville to Haskins' corner. Such a school is, no doubt, much needed in that locality, and the subject claims the early attention of the new Board.

Several of the School Houses now in use, are old and unsightly in their appearance, and besides, are very far from being suitable for the purposes for which they are occupied; and it will probably be found necessary to erect one or more new buildings each year, for several years to come, before our school edifices will compare favorably with the erections of a similar character in other cities, or be creditable to our own.



## FINANCIAL.

The expenditures of the School Department for the year ending March 1st, 1857, and the state of its finances at that date are exhibited in the following account:

## SCHOOL DEPARTMENT, DR.

|                                         |             |
|-----------------------------------------|-------------|
| To Teachers' Salaries,                  | \$30,938 35 |
| “ Fuel,                                 | 1,639 91    |
| “ Salary of Committee,                  | 1,000 00    |
| “ Books and Stationery,                 | 949 67      |
| “ Alterations and Repairs,              | 3,551 53    |
| “ Stoves, Pipes, &c.                    | 2,144 00    |
| “ Cleaning, Whitewashing, Sweeping, &c, | 1,719 64    |
| “ New School House on Merrimac Street,  | 6,781 41    |
| “ Incidentals,                          | 808 35      |
|                                         | <hr/>       |
| Amount of Expenditures,                 | \$49,530 86 |
| “ Balance to new account,               | 3,786 54    |
|                                         | <hr/>       |
|                                         | \$53,317 40 |

## CREDITS.

|                                      |             |
|--------------------------------------|-------------|
| By Balance March 1st, 1856,          | 4 67        |
| “ Annual Appropriation,              | 43,000 00   |
| “ Amount received from Commonwealth, | 737 49      |
| “ Loans,                             | 9,500 00    |
| “ Tuition of Fairhaven Scholars,     | 54 00       |
| “ Duplicate Bill,                    | 21 24       |
|                                      | <hr/>       |
|                                      | \$53,317 40 |

Though from the foregoing statement it appears that the expenses of this Department are large, it is not easy to perceive how they can, consistently with the best interests of our schools, be materially diminished. The increased cost of living, for a few years past, has made it necessary to increase to some extent, the salaries of the teachers, and for the same cause, a still further increase of the same is called for. The growth of our city, and the condition of many of the School

Houses now in use, are annually making the construction of new houses necessary. These causes combine to keep up the present large expenditures, and do not render it probable that they will be much diminished for a few years to come. But whatever sums may be required to furnish proper facilities for the education of our youth, and to maintain the high character of our Public Schools, will, it is believed, be cheerfully granted.

All of which is respectfully submitted,

By order of the School Committee,

ALANSON BORDEN, Chairman.







1858. CITY DOCUMENT No. 7.

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R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

FOR THE MUNICIPAL YEAR

ENDING JANUARY 4<sup>TH</sup>, 1858.

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NEW BEDFORD:  
BENJAMIN LINDSEY, CITY PRINTER,  
21 HAMILTON STREET.  
1858.



# R E P O R T .

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IN presenting the accustomed annual Report from this department of the public service, it gives us pleasure to be able to state that our public schools continue to be, generally, in good condition. Were we to express ourselves entirely satisfied with what has been accomplished under our administration, it would indicate a more faithful performance of our duties than we can properly claim credit for. For though we have labored with harmonious counsels to promote the best interests of all the schools which have been under our charge, and claim to have devoted a reasonable share of time to the discharge of our obligations in that respect, there are still defects to be remedied and improvements to be made in most if not all of our schools, before they can occupy the highest position that they are susceptible of attaining; and until they shall, as a whole, have reached as near an approximation to that point as circumstances will permit, those who exercise supervision over them ought not to be satisfied with the results of their labors.

Several changes, applying to various particulars, have been made during the year, with the view of further improving the condition of our schools, with what success sufficient time has not yet elapsed since the alterations were introduced to enable us to determine. Some of these changes, however, cannot well fail to prove salutary. A new arrangement of the school terms has been made, from which many good effects are predicted. A regular course of study has been prescribed for all the different grades of schools, from the Primary to the High School. The qualifications required for admission from the lower to the higher grades have been raised and more precisely defined, and the times at which the admissions shall take place have been fixed. The "Rules and Regulations" have been adapted to these alterations, and have undergone a much-needed revision in other respects. These changes result in a general and harmonious system, by which the pupils in one grade of schools, after pursuing a certain course of study and perfecting themselves therein, advance at stated intervals to the next higher grade, and so on till they shall have completed the series. Thus the pupils, knowing the amount of work necessary to be accomplished in a given time in order to promotion, will be enabled to graduate their efforts accordingly; and it is hoped that the teachers will, by the same cause, be stimulated to make such exertions in behalf of their scholars as will enable them to attain the desired object.

The salaries now paid to our teachers are on a liberal scale, and are such as ought to secure for all the positions occupied faithful and competent instructors; and it should be remembered that it was with that object in view that they have been gradually advanced to the present standard. It is important that this fact should



be borne in mind, both in the appointment of teachers, and, whenever the question arises, in deciding upon their removal, otherwise the end aimed at will be wholly defeated. Great care should in the first place be taken to select those who afford the best evidences of possessing the requisite qualifications. And if, as will quite frequently happen notwithstanding all our precautions, a teacher should be appointed who on trial proves to have no fitness for his employment, or fails to any considerable extent to meet the requirements which the salary of the position was intended to remunerate, he ought to be removed. Though the circumstances of the incumbent may be such as to excite our sympathies, and other causes conspire to render the performance of the act extremely unpleasant, the welfare of the schools themselves is the first and the highest consideration which should influence our action, and if necessary for that, we should not be deterred from the discharge of our duty by the fear of wounding the feelings or of destroying the hopes of individuals.

We have been pleased to observe the increased efforts made by many of the teachers to give to their pupils clear ideas of the principles of the different studies pursued, or in other words to make their instruction more thorough. The mere familiarity of the scholar with the rules and formulas of his text-books is of but little consequence, unless he has likewise been taught to comprehend the reasons upon which they are based. The memorizing of set forms of words by which principles are supposed to be enunciated and facts declared, does not constitute education. The mind must be enabled to grasp the subject treated in all its bearings,—must perceive its philosophy,—must digest it and make it a part of itself, or the best fruits of the study are

lost to the learner. The teacher should never lose sight of the fact that the highest end of all study is the development and quickening of the mental capacities of the scholar. Experience leads us to believe that the drill system of instruction, by which the pupil proceeds from first principles, step by step, thoroughly and fully completing his work as he advances, is the most effectual in making good scholars; and we hope to see this method of teaching more extensively adopted. We are aware of the natural desire of scholars to hurry over as much space as possible in their text-books in a given time, and of the difficulty experienced by some teachers in restraining their pupils within proper limits. But it is believed that this difficulty is mainly confined to those teachers who do not take the necessary pains to convince the scholar of his real ignorance of what he thinks he already understands. If the scholar's deficiencies are pointed out and made apparent to him, it will rarely happen that he will manifest a desire to advance more rapidly than he can master.

The successful operation of the system now in force in relation to our schools, as modified by the new arrangement lately introduced, depends in a great degree upon the regular attendance of the scholars. Now that a given time is assigned for the accomplishment of a given amount of work, on the completion of which within the time specified the scholar's promotion depends, the evil of irregular attendance will, it is believed, be much more serious in its consequences than it has heretofore been; it being usually the case that the more systematic the plan upon which schools are conducted, the greater the mischief arising from this cause. The more rigid enforcement of the rule of the Committee in relation to this matter is suggested as one means of

prevention. Much may also be done by the teachers to the same end by invariably sending for the absentees, unless the cause of their absence is already known; by constantly reminding the scholars of the consequences which are sure to ensue from persistence in such a course; and by the use of such other proper means as experience may prove to be effectual. The large percentage of attendance which those of our teachers who have given special attention to this subject have been able to secure, shows how much can be accomplished by well-directed and persevering efforts from this source. We would therefore urge upon the teachers in general the importance of increased exertions on their part in this behalf, in order that the evil in question may be diminished as much as possible. The attention of parents is also solicited to this subject. It too often happens that the scholar is kept from school for slight and wholly insufficient reasons, the parents not realizing that his constant attendance may be absolutely necessary to the maintenance of his standing in his class; and it not unfrequently occurs that if the scholar is from incompetency degraded to a lower class, or fails of being promoted with his associates, the parents are loudest in their complaints, little thinking that their own neglect of duty is the cause of what they attribute to the partiality or favoritism of the teacher or the Committee. The best security against results of this character is, for parents to send their children as regularly as possible to the school to which they may belong.

The suggestion contained in the Report of last year in regard to constituting the Truant Committee, at least in part, of members of the Police department, was acted upon in the appointments which were soon after made, and the change has proved very beneficial;

means having thus been afforded not only of bringing delinquents more surely and speedily to justice, but also of reaching cases in their earlier stages, before the offenders have rendered themselves liable to prosecution, and thus frequently avoiding the necessity of resorting to that extremity. The existing arrangement is, however, very far from being as effective as could be desired, the law being still but imperfectly executed under it; yet it is perhaps as good as circumstances will warrant, and its continuance, for the present at least, is recommended.

Following is the usual schedule of all the schools in the city, with the names of the teachers, the average number of scholars belonging to each school, and the average and percentage of attendance in each, for the last three terms:

|                                             | Av. no. belonging.   | Av. att.  | Per ct. |
|---------------------------------------------|----------------------|-----------|---------|
| HIGH SCHOOL.                                |                      |           |         |
|                                             | Boys, 60             | 58        | 96      |
|                                             | Girls, 77            | 68        | 88      |
|                                             | <hr/> 137            | <hr/> 126 | 92      |
| John F. Emerson, <i>Principal</i> .         |                      |           |         |
| J. Judson Tucker,                           | } <i>Assistants.</i> |           |         |
| Eliza H. Tobey,                             |                      |           |         |
| Elizabeth C. Babcock,                       |                      |           |         |
| Caroline E. Bonney,                         |                      |           |         |
| PARKER STREET GRAMMAR SCHOOL.               | 135                  | 130       | 96      |
| Ebenezer Hervey, <i>Principal</i> .         |                      |           |         |
| Jane M. Gardner, <i>First Assistant</i> .   |                      |           |         |
| Jane C. Thompson, <i>Second Assistant</i> . |                      |           |         |
| Esther A. Mason, <i>Third Assistant</i> .   |                      |           |         |
| CHARLES STREET GRAMMAR SCHOOL.              | 126                  | 121       | 96      |
| Nancy H. Burr, <i>Principal</i> .           |                      |           |         |
| Louise E. Colburn, <i>First Assistant</i> . |                      |           |         |
| Susan B. Cornish, <i>Second Assistant</i> . |                      |           |         |
| MIDDLE STREET GRAMMAR SCHOOL.               | 129                  | 118       | 92      |
| James S. Barrell, <i>Principal</i> .        |                      |           |         |
| Abby A. K. Howard, <i>First Assistant</i> . |                      |           |         |
| Alvira D. Burdon, <i>Second Assistant</i> . |                      |           |         |
| Jennie E. Howard, <i>Third Assistant</i> .  |                      |           |         |



|                                                                                                                                                                      | Av. no. belonging. | Av. att. | Per ct. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------|---------|
| BUSH STREET BOYS' GRAMMAR SCHOOL.                                                                                                                                    | 109                | 101      | 92      |
| Sylvander Hutchinson, <i>Principal</i> .<br>Cordelia A. Morton, <i>First Assistant</i> .<br>Mary A. Sanford, <i>Second Assistant</i> .                               |                    |          |         |
| BUSH STREET GIRLS' GRAMMAR SCHOOL.                                                                                                                                   | 113                | 105      | 92      |
| Hannah B. Robinson, <i>Principal</i> .<br>E. Emily Cushman, <i>First Assistant</i> .<br>Mary E. Smith, <i>Second Assistant</i> .                                     |                    |          |         |
| GROVE GRAMMAR SCHOOL.                                                                                                                                                | 80                 | 76       | 95      |
| Ivory S. Cornish, <i>Principal</i> .<br>Abby S. Tobey, <i>First Assistant</i> .<br>Betsey B. Winslow, <i>Second Assistant</i> .                                      |                    |          |         |
| ACUSHNET SCHOOL.                                                                                                                                                     | 53                 | 46       | 87      |
| William A. Barrell, <i>Principal</i> .<br>Catharine A. Parlow, <i>Assistant</i> .                                                                                    |                    |          |         |
| MARKET SQUARE SCHOOL.                                                                                                                                                | 52                 | 47       | 90      |
| Nehemiah Lincoln, Jr., <i>Principal</i> .<br>Elizabeth P. Vincent, <i>Assistant</i> .<br>Miranda A. Williams, } <i>Temporary Assistants</i> .<br>Ellen S. Kempton, } |                    |          |         |
| DARTMOUTH STREET SCHOOL.                                                                                                                                             |                    |          |         |
| GRAMMAR DEPARTMENT.                                                                                                                                                  | 30                 | 28       | 90      |
| Ann M. Bonney, <i>Principal</i> .                                                                                                                                    |                    |          |         |
| HILL INTERMEDIAL SCHOOL.                                                                                                                                             | 60                 | 55       | 91      |
| Helen M. Gordon, <i>Principal</i> .<br>Ursula C. Gwynneth, <i>Assistant</i> .                                                                                        |                    |          |         |
| PARKER STREET INTERMEDIAL SCHOOL.                                                                                                                                    | 68                 | 65       | 94      |
| Annie R. Commerford, <i>Principal</i> .<br>Sylvia A. Chace, <i>Assistant</i> .                                                                                       |                    |          |         |
| MAXFIELD STREET INTERMEDIAL SCHOOL.                                                                                                                                  | 112                | 94       | 84      |
| Eliza J. D. Shepherd, <i>Principal</i> .<br>Martha Hemenway, <i>First Assistant</i> .<br>Emeline H. Richardson, <i>Second Assistant</i> .                            |                    |          |         |
| KEMPTON STREET INTERMEDIAL SCHOOL.                                                                                                                                   | 104                | 90       | 90      |
| Emma R. Wentworth, <i>Principal</i> .<br>Joanna P. Nash, <i>First Assistant</i> .<br>Helen H. Kelley, <i>Second Assistant</i> .                                      |                    |          |         |
| CHARLES STREET INTERMEDIAL SCHOOL.                                                                                                                                   | 76                 | 69       | 90      |
| Clara D. Cory, <i>Principal</i> .<br>Eliza C. Lewis, <i>Assistant</i> .                                                                                              |                    |          |         |
| WILLIAM STREET INTERMEDIAL SCHOOL.                                                                                                                                   | 110                | 98       | 90      |
| Mary E. Savery, <i>Principal</i> .<br>Mary H. Crowell, <i>First Assistant</i> .<br>Susan E. Brown, <i>Second Assistant</i> .                                         |                    |          |         |

|                                                                                                                                                                                          | Av. no. belonging. | Av. att. | Per ct. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------|---------|
| BUSH STREET INTERMEDIAL SCHOOL.                                                                                                                                                          | 83                 | 75       | 89      |
| Mary E. Allen, <i>Principal</i> .<br>Maria L. Whitney, <i>Assistant</i> .                                                                                                                |                    |          |         |
| SIXTH STREET INTERMEDIAL SCHOOL.                                                                                                                                                         | 127                | 118      | 92      |
| Sarah D. Ottiwell, <i>Principal</i> .<br>Sophia E. Haffards, <i>First Assistant</i> .<br>Charlotte C. Carr, <i>Second Assistant</i> .                                                    |                    |          |         |
| GROVE INTERMEDIAL AND PRIMARY SCHOOL.                                                                                                                                                    |                    |          |         |
| (Intermedial.)                                                                                                                                                                           | 68                 | 60       | 89      |
| Phebe B. Cathell, <i>Principal</i> .<br>Mary J. Chase, <i>First Assistant</i> .<br>Patience E. Allen, <i>Second Assistant</i> .                                                          |                    |          |         |
| DARTMOUTH STREET SCHOOL.                                                                                                                                                                 |                    |          |         |
| INTERMEDIAL DEPARTMENT.                                                                                                                                                                  | 41                 | 36       | 89      |
| Eliza A. Sisson, <i>Principal</i> .                                                                                                                                                      |                    |          |         |
| HILL PRIMARY SCHOOL.                                                                                                                                                                     |                    |          |         |
| Mary C. Tew, <i>Principal</i> .<br>Kate Commerford, <i>Assistant</i> .                                                                                                                   |                    |          |         |
| MERRIMAC STREET PRIMARY SCHOOL.                                                                                                                                                          |                    |          |         |
| Isabella G. Staples, <i>Principal</i> .<br>Eleanor Commerford, <i>Assistant</i> .                                                                                                        |                    |          |         |
| PARKER STREET PRIMARY SCHOOL.                                                                                                                                                            | 90                 | 78       | 87      |
| Mary L. Blake, <i>Principal</i> .<br>Abby F. Bryant, <i>Assistant</i> .                                                                                                                  |                    |          |         |
| MAXFIELD STREET PRIMARY SCHOOL.                                                                                                                                                          | 131                | 114      | 84      |
| Mary B. White, <i>Principal</i> .<br>Judith S. Macomber, <i>First Assistant</i> .<br>Mary P. Simmons, <i>Second Assistant</i> .<br>Sarah M. Howland, <i>Temporary Second Assistant</i> . |                    |          |         |
| CEDAR STREET PRIMARY SCHOOL.                                                                                                                                                             | 98                 | 77       | 85      |
| Hannah S. Macomber, <i>Principal</i> .<br>Annie S. Homer, <i>Assistant</i> .                                                                                                             |                    |          |         |
| CHARLES STREET PRIMARY SCHOOL.                                                                                                                                                           | 144                | 129      | 89      |
| Patience R. Almy, <i>Principal</i> .<br>Lucinda C. Perry, <i>First Assistant</i> .<br>Susan M. Tompkins, <i>Second Assistant</i> .                                                       |                    |          |         |
| WILLIAM STREET PRIMARY SCHOOL.                                                                                                                                                           | 130                | 114      | 86      |
| Sarah H. Hewins, <i>Principal</i> .<br>Jane E. Finkill, <i>First Assistant</i> .<br>Elizabeth H. Simmons, <i>Second Assistant</i> .                                                      |                    |          |         |

Av. no. belonging. Av. att. Per ct.

## BUSH STREET PRIMARY SCHOOL.

126

113

89

Anna M. Bailey, *Principal*.Sarah E. Fields, *First Assistant*.Amanda M. Peirce, *Second Assistant*.

## SIXTH STREET PRIMARY SCHOOL.

104

88

84

Ruth H. Brady, *Principal*.Sarah H. Cranston, *First Assistant*.Eliza B. Tobey, *Second Assistant*.

## GRIFFIN STREET PRIMARY SCHOOL.

88

77

89

Annie H. Sanford, *Principal*.Cordelia Barker, *Assistant*.

## DARTMOUTH STREET SCHOOL.

## PRIMARY DEPARTMENT.

72

66

92

Harriet P. Cushman, *Principal*.Mary A. Post, *Assistant*.

## NORTH SCHOOL.

26

18

70

Kate H. Brady, *Principal*.

## BELVILLE SCHOOL.

32

27

84

Clara J. Cate, *Principal*.

## PERRY'S NECK SCHOOL.

29

24

Alice S. Barker, *Principal*.

## HASKINS' CORNER SCHOOL.

46

36

74

Ellen F. Atwood, *Principal*.

## CANNONVILLE SCHOOL.

90

69

90

Hannah E. Peirce, *Principal*.Louisa F. Bryant, *Assistant*.

## CLARK'S POINT SCHOOL.

19

17

92

Elizabeth R. Howland, *Principal*.Mary W. Gifford, *Temporary Principal*.

## ALMS HOUSE SCHOOL.

20

14

96

Amanda A. Howland, *Principal*.

## \* EVENING ADULT SCHOOL.

## MALE DEPARTMENT.

George B. Hathaway, *Principal*.John A. Ruggles, *Assistant*.

## FEMALE DEPARTMENT.

Ivory S. Cornish, *Principal*.Anna M. Bailey, } *Assistants*

Patience R. Almy, }

## PRIMARY SCHOOLS.

HILL PRIMARY SCHOOL. — Miss Susan T. Sherman and Miss Eleanor Commerford, the former principal and assistant of this school, were at the commencement of the Summer term transferred to the new school on Merrimac street. Since that time this school has been under the care of Miss Mary E. Tew as principal, and Miss K. Commerford as assistant, under whose joint labors it has rapidly risen, until at the close of the Fall term it may justly be considered as the model primary school of the city. Not only have the teachers been eminently successful in imparting instruction to those under their care, but the whole school appears orderly, and yet cheerful, under the influence of that firm but mild government which is so indispensable to raise schools of this grade to a proper standard and at the same time render them places of pleasant resort for the young children who are taught in them. Arithmetic and geography have been so successfully taught in this school, (while reading and spelling, so far from being neglected, have been pursued with more than ordinary success,) that your committee cannot but recommend that more attention to these studies be required in the primary schools than heretofore.

MERRIMAC STREET PRIMARY SCHOOL. — This school was established at the commencement of the Summer term, under the instruction of Miss Susan T. Sherman and Miss Eleanor Commerford, the late principal and first assistant of the Hill school, and was composed of scholars from the Hill, Parker street and Maxfield street schools.

Miss Sherman resigned her situation at the close of the Summer term; not, however, without having re-



duced to order the chaotic mass committed to her care. She was succeeded by Miss Isabella G. Staples, under whose instruction the school at the close of the last term appeared to have made reasonable progress, and to give just ground of expectation that it would soon assume an honorable position among the primary schools of the city. The school has been too large for the number of teachers employed in it, and for the best interest of the school the services of another assistant seem indispensable.

PARKER STREET PRIMARY SCHOOL. — The reading of the first class at the close of the last term was *excellent*, and equal if not superior to that in any primary school in the city. Besides this, the general character and attainments of the school were not above the average. Your Committee, however, have undiminished confidence in the ability of the teachers to raise the school to as high a position as it has at any time heretofore occupied, and recommend that more attention be paid to the lower classes.

CEDAR STREET PRIMARY SCHOOL. — The past year with this school has been one of ordinary success, the classes of the principal having shown a commendable advance from term to term. We regret, however, to be obliged to say that the classes of the assistant were very far from being so forward as desired or as might be reasonably expected. Much effort and labor will be required to bring the classes in this department to that position which they should occupy, and which is held by classes of similar grade in other schools. (See report of Dartmouth street primary school.)

A fine class in arithmetic in the principal's room added much to the interest of the examination.

MAXFIELD STREET PRIMARY SCHOOL.—The teachers in this school during the past year have been Miss Mary B. White, Principal, Miss Judith S. Macomber first, and Miss M. A. Simmons second Assistant, (except during the Fall term, when, on account of the sickness of Miss Simmons, her place was supplied by Miss Sarah M. Howland.) The school has fully maintained the place assigned it in the last report, and is deservedly numbered among the best in the city. A class in arithmetic in this school exhibited fair proficiency.

The reading of the first assistant's class, at the last examination, was excellent, and indicated a large amount of care and labor on the part of its instructor, as well as commendable diligence on the part of the scholars.

CHARLES STREET PRIMARY SCHOOL.—Although the largest in the city, and requiring at the hands of its instructors more than an ordinary amount of labor, this is, notwithstanding, an orderly, well-disciplined, and well-instructed school; and the improvement manifest in the scholars at each succeeding examination of the past year has abundantly shown that, while the teachers have not been unemployed, neither have they been unsuccessful in imparting instruction to those under their charge. And its appearance at the last examination, while it was not in all respects equal to that of some other schools of its grade, was very satisfactory, revealing many things worthy of praise, with few, if any, real causes of complaint. The spelling in all the classes was very good, and deserving of special notice.

WILLIAM STREET PRIMARY SCHOOL.—The teachers in this school have apparently labored zealously to place it in the first rank of primary schools, and there has been a marked improvement in it during the year. It

is considered by the Committee a good school, although not displaying to the visitor that animation and lively interest noticed in some of the other schools of its grade.

BUSH STREET PRIMARY SCHOOL.—We cannot describe the condition of this school better than to repeat the language of the report of last year:

“This is a very pleasant, well-drilled, and excellently managed school, and fully maintains the deservedly good reputation which it has long enjoyed.”

GRIFFIN STREET PRIMARY SCHOOL.—This still continues to be a good school, and presents many characteristics alike creditable to teachers and scholars. A good degree of progress in learning has been made during the past year, and the last examination, while it did not indicate the school in so high a position as it has at times heretofore occupied, was all that could be expected under the circumstances in which the school has been placed.

Arithmetic and geography have both been studied with success, and the classes in these branches were among the best in the city.

SIXTH STREET PRIMARY SCHOOL.—Miss Cushman, who was appointed principal of this school at the commencement of the Spring term, was appointed principal of the Dartmouth street school at the commencement of the Summer term, and was succeeded by Miss Ruth H. Brady, the former first assistant of this school; Miss Sarah H. Cranston having been at the same time appointed first, and Miss E. B. Tobey second assistant. Under their instruction the school has greatly improved, and gives every inducement for us to believe that there are now employed in it teachers who are every way

qualified to make the school in all respects what it should be. The whole school appears well, and the recitations of the various classes at the last examination, including three in arithmetic and one in geography, were almost uniformly good.

DARTMOUTH STREET PRIMARY SCHOOL. — This school during the last two terms has been under the care of Miss H. P. Cushman, principal, and Miss Mary A. Post, assistant. The classes of the principal have rapidly advanced from among the poorest to a position among the best, and their last examination was in every respect satisfactory. Much attention has been paid to arithmetic and geography, and the proficiency of the geography class is worthy of special praise.

The classes of the assistant, however, failed to give that satisfaction which those of similar grade in other schools have given.

Permit us here to present the inquiry whether the unfavorable condition in which the lower classes in this and the Cedar street school are found, is not, in a great measure, attributable to the arrangement of the school-rooms, the scholars under the charge of the different teachers being taught exclusively in separate rooms, and the classes of the assistant not being in any perceivable degree under the influence of the principal, or having the benefit of listening to the recitations of the older and more advanced classes.

GROVE INTERMEDIAL AND PRIMARY SCHOOL. — The primary department in this school is under the care of Miss Chase, and compares well with the other primary schools. The room at times during the year has been excessively crowded, and the amount of labor required altogether



too much for one teacher. Notwithstanding this and other untoward circumstances, the school at the close of the last term passed a very satisfactory examination.

In behalf of the Primary School Committee.

WILLIAM HOWE, Chairman.

## INTERMEDIAL SCHOOLS.

The Committee present their report upon these schools with much satisfaction. Among them all, there is not one which does not give evidence of ability and fidelity in the management of it. Most of the teachers, we believe, and we may apply the remark to the principals without exception, have done what they could. This commendation, however, it is thought, needs qualification in respect to several assistants. There is nothing seen which appears like intentional neglect, but there is a want of efficiency. This is attributed, for the most part, to an inadequate view of their share in the responsibility of instructing and governing. The character of a school is by no means dependent upon the principal alone. The worst deficiencies can sometimes be clearly traced to the want of qualification or want of fidelity in an assistant.

The following brief notices of the several schools will indicate something of their character respectively:

HILL SCHOOL. — This school is in a good condition. The discipline is efficient, and the methods of instruction are generally satisfactory. The higher classes in arithmetic and the lower classes in reading deserve a special notice.

PARKER STREET. — In this school the attendance reported has been better in proportion to the number of

scholars belonging to it, than in any other of the grade. We commend it highly for the pleasant aspect always exhibited and for the quiet which pervades it. The recitations of the various classes were good, but there is a prevailing want of animation, to which may be attributed many faults, especially in reading.

MAXFIELD STREET. — The higher classes acquitted themselves in arithmetic with high credit to themselves and to their instructor. Besides making satisfactory progress, they evinced an earnestness and enthusiasm in the study, which are more to be valued than any mere attainment without them. The reading was not equal in excellence.

KEMPTON STREET. — At the beginning of the Summer term the former principal of this school was superseded by Miss Emma R. Wentworth, previously an assistant in the Parker street Grammar School. Miss W. is doing well, and although the school has fallen below the average standard, the Committee are encouraged to hope that, with the combined and persevering efforts of the teachers, it will not long remain so. A fact which is apparent in most of the schools has been impressively illustrated here. The greatest difficulties of many of our teachers, have their source outside of the school-room. It is not a small achievement if the evils of a debasing street-culture, and of neglect on the part of natural guardians are here checked. A complete remedy must be sought elsewhere.

CHARLES STREET. — Good order in this school appears to be uniformly well-maintained. In their studies the scholars are well drilled, and in no school has there been better evidence of untiring labor. In spelling, this school at the examination stood first.

WILLIAM STREET. — We have found here good government, and still better instruction. There is no better articulation in a school of this class, and there is a promptness in recitation which shows a rare tact in overcoming the mental inertia so common in the school. The excellence of this school will be recognized by every visitor, and the occasion of it is obvious. The teachers not only labor earnestly, but labor together. There are individual teachers, in other schools, as good as in this, but in no other of the grade is the power of combined effort so apparent and so efficient.

BUSH STREET. — This school deserves the good name which it has long maintained. In the lower classes, while there is much to commend, especially some good reading, the standard of the recitations would be greatly elevated by infusing a larger share of energy.

SIXTH STREET. — This is the largest of the Intermedial Schools. The average attendance reported is twenty greater than at William street, which stands next. In the opinion of the Committee, it is too large for the best interests of the scholars, who are at an age when a large school is obviously less favorable to their progress than when they have better learned how to study. The room which they occupy and its furniture are unsuited to their wants. Notwithstanding all this, this school is surpassed by none in the attractive quiet and the cheerful obedience which we have uniformly found here. In their recitations, the higher classes appeared well.

DARTMOUTH STREET. — This school, being the smallest of the grade, has but one teacher. The order which prevails and the general appearance of the scholars are creditable. In arithmetic, the classes have advanced



further than the corresponding classes in any other school, but there were many failures upon examination. In geography, this school ranks among the best.

GROVE, INTERMEDIAL DEPARTMENT.—The poor accommodations provided here would be, we think, a reasonable excuse for a poor school. There is only a thin partition separating this from the primary department in which there are more than sixty scholars. All the noise of the room above, also seems to gravitate downwards unchecked. There are striking excellences to be met here, and some faults which are not small. In reading, the articulation was very good, but the modulation was far from satisfactory. In arithmetic, the higher classes were evidently well drilled where young scholars are most liable to fail; but in some simpler processes, perhaps owing to carelessness, were very deficient.

In behalf of the Committee.

TIMOTHY STOWE, Chairman.

### GRAMMAR SCHOOLS.

At the organization of the Board, the Grammar School Committee was appointed for the whole city, consisting of one Committee, instead of two (North and South) as heretofore. This Committee divided the work of examination of schools, as follows: Rev. Mr. Craig in moral science and physiology, Mr. Stetson in geography, Mr. Rodman in grammar, Mr. Durfee in arithmetic, Mr. Crapo in history, and Mr. Barney in reading and spelling. Each gentleman agreed to keep the standard of the schools, and report in writing at the close of the year the result of his observations. All these gentlemen have from time to time made such



examinations as they thought proper, (except Mr. Crapo, who has not been able to attend to the duty assigned to him,) and their reports are herewith submitted. They are very full, and I take pleasure in referring the Board to the many valuable suggestions they contain.

This method is new with the Committee, but, as will be readily seen, has many advantages over the old mode. Now, one gentleman takes one branch of study, and makes that his exclusive duty during the year throughout the city, so that he may be able to report the progress each school has attained, and compare one school with another much better than heretofore. It enables each member to express his own opinion, in his own language, instead of through the chairman. I think it works well, and I earnestly recommend the same course in future.

The undersigned found the schools at the beginning of the year in a very fair condition, and I think I can fully say that the year has been profitably spent by the teachers and scholars, and that there has been a continual advance in all the schools. I think we have a good corps of principals and assistant teachers, who seem to manifest great earnestness and labor for the advancement of the schools. It was my duty to examine the schools in reading and spelling. It is very difficult to give any accurate percentage, or to make any standard by figures that will be just to all of the schools, as this branch depends so much upon such a variety of circumstances, so that I shall not attempt to classify them.

The Bush street girls' and Charles street schools I should judge give more attention to reading than the other schools, and there are some very excellent readers in each. It would be difficult, I think, for any one to decide which school excelled the other; in some styles

of reading the one is better than the other, and *vice versa*. It is sufficient to say that they both have many good readers.

The Parker street, Middle street, and Bush street boys' schools are too nearly equal in standing to enable me to distinguish which is the best. They have some good readers in each, though it is apparent that much improvement could be made in all.

DARTMOUTH STREET, GRAMMAR DEPARTMENT. — This school does well; and when it gets age, I shall expect quite as good readers in it as in any grammar school in the city. Miss Bonney has the capacity and ability to teach reading successfully.

GROVE SCHOOL. — The scholars in this school are of a smaller class than in the other schools. It does not rank as high in reading. There are individual exceptions which indicate that the same proficiency may be attained in this as in the other schools in the city, and I recommend that more attention be paid to this branch in future.

In all the schools (except the girls' schools,) I recommend more attention to reading. There should be regular exercises in reading as often as three times a week in the text-books, in the higher classes; the lower classes, oftener. Good reading commands attention. There is not much danger of teachers spending too much time on this branch.

The government in the schools has been very good during the year. There have been unfavorable circumstances which have had a retarding influence upon the schools. In some instances they may have occurred from the unguarded conduct of some of the parents. These things might be avoided; and that parent who seeks to magnify the supposed errors or short-comings of a teacher can have but a small appreciation of his duty to the

public, or any great regard for the general cause of education.

To make good scholars, parents must exert an influence, for without the aid of the parent or guardian the school teacher can do but little. No teacher is perfect, and errors may be seen in every one.

There have been several material changes in the schools, such as the alteration of the terms, and the additional studies, and increased qualification, which the Committee think will be of great advantage to the schools.

The change of text-books will, the Committee hope, add both interest and ease to the duties of the scholar and teacher, and will fully compensate the parent for the increased outlay that the Committee have imposed. It is not well, nor is it advisable, to have too frequent a change in the text-books; and as soon as the contemplated arrangements are fully completed, it will not be necessary for some years, we hope, again to make any changes in the books, as great care has been bestowed by the Committee in the selection of the books now adopted.

I again invite the Board's attention to the reports of my associates, and I solicit the teachers' and the parents' attention to the suggestions contained therein.

E. L. BARNEY, Chairman of  
Grammar School Committee.

#### ARITHMETIC.

The Sub-Committee to whom was assigned the examination in arithmetic of the several Grammar Schools, reports—

That in respect to this branch of study, the schools, as a whole, are in but a fair condition.



Of the girls' schools on Charles, and Bush streets, your Committee can speak with hearty commendation.

The Middle street boys' passed the spring examination very satisfactorily, and but for the illness of its principal during the last term would probably have maintained its standing. With this drawback, however, the school appeared creditably.

The other schools have not come up to the position which your Committee thinks it reasonable to expect of them.

Some allowance may be made to the Bush street boys', for the unruly disposition of a number of the scholars, as evinced in the late troubles there; and perhaps an equal consideration attaches in the case of the Parker street school, to the fact of its having a larger number of scholars in proportion to its corps of teachers than the other schools of its grade; but, as above stated, the Board have reason to expect a higher degree of attainment.

Your Committee finds one cause of the present inferior condition of these schools, in the haste with which the scholars are hurried through just those portions of their several studies as form the basis of the examination of candidates for admission into the High School.

The impression seems to have obtained, that the inferior grades of schools are to be considered solely with reference to the superior; and that that school best accomplishes its purpose, which graduates its pupils with the greatest rapidity. The natural consequence of this feeling, which is especially prominent in the grammar schools, is superficial scholarship; and so far is this apparent, that your Committee could cite several instances in which classes in arithmetic, who had completed the subject of "Extraction of square root," could not



answer some of the simplest questions on the earlier principles of the science. In fact, the second classes in some schools passed the same general examination better than the first.

For this state of things the teachers are somewhat excusable, in consequence of the pressure in this direction exerted on them by many parents, who judge of the progress of their children by the number of books they have studied, and who seem to believe that getting a seat in the High School is a sure precedent to good scholarship. And before leaving this point, your Committee would suggest, that if those parents who are so solicitous that teachers should hurry their children forward to the High School, and who enforce so strongly on the children the desirableness of their speedy entrance therein, would dwell instead upon the necessity of both teaching and learning thoroughly what is attempted, their wish would be as quickly attained, their children better scholars, and the High School what its name indicates.

Your Committee would also call your attention to another hindrance to the success of our means of education, arising from the scanty time generally allowed for recitations.

In the plan of instruction by tasks and recitations, the latter, though necessarily second in order, are yet hardly so in importance. A recitation properly conducted digests the matter absorbed in learning the task, separates each fact to its appropriate place in memory, gives opportunity for explanation of obscurities, and correction of misapprehension, and by the competition engendered in its performance in classes stimulates the pupils to increased care and effort. Hence the value of a recitation depends on the extent

of the immediate participancy therein of each pupil; and when the time given thereto is so short in proportion to the number reciting as not to devolve on each individual a share of the duty, just in the proportion it fails to do this is the recitation a failure. It may not be possible that each scholar should have a prominent part in every exercise, as that would require a corps of teachers several times larger than our present; but when the time devoted to a mathematical recitation scarcely ever exceeds half an hour, and in most cases is less, and when the number reciting is, as in some cases, equal to the number of minutes in the time, it would seem that some change was needed.

All of which is respectfully submitted.

ZOHETH S. DURFEE, Committee.

#### GRAMMAR.

The undersigned, who examined the grammar classes in the grammar schools, reports of their condition as follows:

GROVE GRAMMAR SCHOOL.—There are five classes in this school. The first and second recite to the principal, the third and fourth to the first assistant, and the fifth to the second assistant.

The first and second classes were examined in parsing, in exercises selected from Hillard's Reader, and passed the one a tolerable, the other a fair examination. The three lower classes were examined in Tower's Grammar, and showed a fair knowledge of the study so far as they had progressed.

BUSH STREET BOYS' GRAMMAR SCHOOL.—There are five classes in this school, which recite as follows: the first

to the principal, the second and third to the first assistant, and the fourth and fifth to the second assistant.

The first class was examined in parsing, in an exercise selected from Hillard's Reader, and passed a good examination, appearing to have been intelligently instructed in the principles which are the foundation of a correct knowledge of this study. The second and third classes were also examined in selections from Hillard's Reader, and passed fair examinations.

The time given to each recitation of the five lower classes is only fifteen or twenty minutes, and the period thus allotted is, in my opinion, too short to produce the required result, and in this respect this school labors under a disadvantage. I notice, moreover, too great a disparity in the standing of the scholars composing some of the classes, and recommend that in the ensuing year a larger measure of time be given to the recitations, and that more care be exercised to grade the divisions of the school according to the rank of the pupils.

**BUSH STREET GIRLS' GRAMMAR SCHOOL.**—There are five classes in this school. The first two are instructed by the principal, the third by the first assistant, and the fourth and fifth by the second assistant.

The first and second classes were examined in Greene's First Lessons, by questions, analysis and parsing. They passed a very good examination, giving evidence of very thorough drilling on the part of their teacher. The three lower classes also passed very good examinations in Tower's First Lessons. The instruction in grammar in this school is thorough and excellent, and if progress is not made in this study, the blame can be with the pupils only.

The recitations of the younger classes prove that young children can obtain an intelligent knowledge



of the principles on which grammar is founded, if they are rightly taught.

MIDDLE STREET GRAMMAR SCHOOL.—In this school a very hasty examination was made of the three lower classes; other engagements prevented me from completing the examination. Although this is to be regretted, the omission is of less importance from the fact that the principal has been absent, through indisposition, for the greater part of the term, and the assistants in consequence have had the additional duty imposed upon them of hearing the recitations of his classes. Under these circumstances, therefore, the school should not be judged by the same standard which is applied to the other grammar schools in the city. From the examination made, I believe that, all things considered, the school fully sustains its past reputation, and that the teaching is careful and thorough.

CHARLES STREET GRAMMAR SCHOOL.—There are five classes in this school. The first and second are instructed by the principal, the third by the first assistant, the fourth by the second assistant.

The first and second classes passed very good examinations, very thoroughly conducted, in parsing and analysis. The third class passed a very good examination in Greene's First Lessons, and, though a young class, appeared to be very well grounded in the principles as laid down in that treatise. I report these three classes to be in very excellent condition, and the teaching to be most thorough and excellent.

The fourth class was examined in Tower's First Lessons, and passed a poor examination. I attribute much of this deficiency, however, to the timidity of youth, their recitations impressing me as much with their want of confidence as with their want of knowledge.



PARKER STREET GRAMMAR SCHOOL.—In this school there are six classes. The first and second recite to the principal, the third and fourth to the first assistant, the fifth and sixth to the second assistant.

The first and second classes were examined in parsing in exercises selected from Hillard's Readers, and passed the one a fair, the other a tolerable examination. The third class passed a fair examination in Wells's Grammar; and the fourth class passed a poor examination in Tower's First Lessons. The fifth and sixth classes passed fair examinations in Tower's First Lessons.

DARTMOUTH STREET GRAMMAR SCHOOL.—This school was not examined as the others at the close of the last term. On a former occasion, near the beginning of the year, the three classes in grammar were examined.

The first two classes appeared to be well drilled in the rules, but were deficient in parsing; the lowest class, composed of very young children, was so overcome by timidity and bashfulness that it was impossible to obtain any *correct* result from the examination.

I had intended on submitting this report to have presented the standing of the different classes by a tabular statement showing the percentage of error made by each class in each school. I found that this could not be done while the methods of instruction were so different in each school. The Charles street and Bush street Girls' Grammar Schools use for the more advanced classes "Greene's First Lessons," while the corresponding classes in the other grammar schools employ Wells's Grammar as their text-book. Thus, while in the two above named schools analysis is made a *special* subject of study, in the other schools less or no attention is paid to it. It is evident, therefore, that

the same standard cannot measure the grammar class which can parse only, and the grammar class which can parse and analyze. If our grammar schools are to be *grammar* schools, grammar should be taught thoroughly and systematically in all its branches. The scholars should learn not merely the construction of words, but the construction of sentences—analysis as well as parsing.

I respectfully suggest, therefore, that this matter receive the attention of the Committee, and that care be taken to give each division of this study its due prominence in the course of instruction pursued in the schools.

All of which is respectfully submitted.

THOMAS R. RODMAN.

#### GEOGRAPHY.

I was intrusted with the grammar school examination in geography, and have from time to time throughout the year, heard the various classes in that branch of study. It is an easy study, involving little besides an exercise of memory, and with the various mnemonic aids which our schools afford, the progress throughout has been satisfactory. Some classes have certainly excelled others. In the Parker street school, the lower classes, and the first class, which is under the principal's charge, very much excelled the second class. It is unnecessary to specify the performances of certain classes, as, upon the whole, each of the schools has made good progress. The scholars seem to have a better acquaintance with geography than with other branches, in all schools, perhaps because it is easier.

In the Bush street girls' school, and in the Charles street school, the mode of recitation by the use of the

large maps, not as mere extended illustrations of the small ones, but according to the peculiar system of these maps, has been used. The pupils recite in concert, following, naming and explaining all the numbers, territorial divisions, rivers, cities, gulfs, bays, &c., upon the charts. They have carried out the plan with apparent faithfulness, and the results are very satisfactory. In the Charles street school, where this plan has been longest in use, the progress has been the most remarkable. Not only the first class, under Miss Burr's charge, but the junior classes, under Miss Colburn and Miss Cornish, conduct their recitations, lasting for some fifteen or twenty minutes, with hardly a word of direction from the teacher, assuming a certain map, and giving in concert an elaborate and complete explanation of the whole of it; describing all the appearances upon it, and identifying every name by the pointer, which is held in turn. This method, of course, might conceal individual deficiencies, but such did not appear upon individual examination. The first class in this school is the best I have seen.

This method is very well adapted to arouse and interest pupils, and make proficiency general; but it obviously relies upon a close examination on the part of the teachers, and a sense of honor in the scholars, to prevent individual ignorance. It has been used in all the schools, but not to the same extent as those I have named.

THOMAS M. STETSON.

### MARKET SQUARE SCHOOL.

The principal and assistants of this school fully sustain their former excellent reputation. Although the



school is composed of a class of scholars not the most favorable for the display of the teachers' efforts, yet there is a remarkable degree of sympathy and good feeling existing between the teachers and pupils, a fact which, taken in connection with the good order that prevails and attention to study, affords the best evidence of good management.

The only impediments to the most successful results in this school, seem to be the unfavorable location of the house and its insufficient accommodations.

DANIEL WILDER, Committee.

### COUNTRY SCHOOLS.

Several of these schools have been seriously affected during the year by the extremely irregular attendance of the scholars. As the schools of this class, owing to their location, are practically excepted from the operation of the rule by which this difficulty is designed to be remedied in the schools located in the city proper, the attendance of the scholars is entirely voluntary with themselves or their parents, subject only to such influences as the teachers are able to exert to make such attendance regular; and these influences, so far as the schools in question are concerned, seem to be wholly insufficient for the purpose. Unless the evil can in some better way be removed, it is suggested that the rule above alluded to be enforced with reference to these schools, giving perhaps some discretionary power to the teachers in its application, in order to meet exceptional cases. In regard to the condition of these schools during the year, there has been a very marked



difference between them, as the following remarks under the head of each school will show:

**NORTH SCHOOL.**—During the Summer and Fall terms, this school was under the charge of Miss A. J. Borden, and was in a satisfactory condition. Miss Borden resigned at the close of the latter term, and was succeeded by Miss Kate H. Brady, in whose ability successfully to conduct the school, the Committee have the utmost confidence.

**ACUSHNET SCHOOL.**—The new principal appointed to this school near the close of the last year, fully fills the place of the one who formerly occupied the same position; the order and discipline of the school and all its exercises having proved him to be a very able and efficient manager, and a competent, skilful, and thorough instructor.

**BELVILLE SCHOOL.**—At the close of the Fall term, Miss Mary A. Sears, under whose charge this school had been during that and the preceding term, resigned her position, and was succeeded by Miss Clara J. Cate. The school is quite difficult to manage, not so much on account of the rebellious character of the scholars, as from the nervous activity and restlessness which many of them manifest. The first teacher of the school had great difficulty in keeping it in a reasonable state of quietness, and Miss Sears was still more unfortunate. In consequence of this state of things, the scholars have not made that advancement which they might under more favorable circumstances. From the reputation which the new principal brings with her, for ability to govern, and for the possession of other qualifications for successful teaching, the Committee have

reason to hope for much improvement in the condition of this school.

PERRY'S NECK SCHOOL.—The Committee have not been satisfied with the standing of this school in point of scholarship, during the year. Though the teacher appears to possess the ability to maintain good order, the classes have not displayed that degree of proficiency which is indicative of energetic management and careful instruction; and improvement in these respects is much to be desired.

HASKINS' CORNER SCHOOL.—This school is one of superior excellence in all the qualities which depend upon the character of the teacher. It is the largest of the country schools having but a single instructor, and contains quite a number of large scholars; and the teacher is entitled to additional credit for the success which has attended her efforts under these circumstances. The inhabitants of this section do not however seem fully to appreciate the advantages they possess in having a school of this character, for the teacher has been unable to secure the regular attendance of the scholars, and her task has thus been made much more laborious, and her exertions to elevate the standard of scholarship in the school have been to a considerable extent neutralized.

CANNONVILLE SCHOOL.—This school is now under the charge of Miss Hannah E. Peirce, who was appointed principal at the commencement of the present term. The Committee have been somewhat unfortunate in their selection of teachers for this position for some two or three years past, all having failed in the essential qualification of ability to govern the school. However many other excellencies the teachers may have pos-

sessed, the want of this has caused a failure in other respects, and, as a consequence, the school has made but little progress for a considerable period back. The present incumbent was appointed with a reasonable assurance on the part of the Committee that she unites the qualifications necessary for success in this place; but whether their expectations will be realized, time only can determine. The primary department of the school is under the immediate charge of the assistant, Miss Bryant, and is essentially a distinct school; and the above remarks have no application to this department, its condition being satisfactory.

POINT SCHOOL.—This school has for some two years past been under the charge of Miss Elizabeth R. Howland, and from the time of her appointment it has been in a flourishing condition. Good order is maintained, the scholars are well drilled, and the school presents many other indications of faithfulness and good management on the part of the teacher.

ALMS HOUSE SCHOOL.—Considering the character of the material of which this school is composed, it has done as well as could reasonably be expected. The school still continues under the charge of Miss Amanda A. Howland.

A. BORDEN,  
for the Committee.

## HIGH SCHOOL.

The course of study hitherto pursued in this school has lately been revised, with the view of requiring more attention to be paid hereafter to the higher branches of education usually taught in schools of this



character, and thus elevating the standard of scholarship in the school. The studies heretofore pursued during the first year of the course have in the main been stricken out, and added to the list of grammar school studies, and the qualifications necessary for admission to the High School have been proportionately advanced. These changes will necessarily work a complete revolution in the school, and when they shall have gone fully into effect will, it is believed, make it such a High School as a city of the size and population of ours ought to possess and sustain.

The Committee have not intended by their action to reflect upon the character of the teachers, neither is it to be inferred therefrom that the school has degenerated. On the contrary, they believe that the present instructors are generally efficient, and have performed the work assigned them with a reasonable degree of fidelity, and that the school is fully equal to what it has been in former years. They think, however, that more advanced scholarship, and the pursuit of a higher range of study are required, in order to place it upon an equality with the better class of institutions of its kind in other sections of the State, and they have acted accordingly.

A class of *forty-two* in number was admitted at the Spring examination, and a class numbering *seventeen* in the Fall, and the school now numbers about *one hundred and fifty*. As the important branches of arithmetic and grammar are hereafter required to be substantially completed in the grammar schools, and as no sufficient opportunity will be afforded for supplying deficiencies in these studies after entrance into the High School, great care will be requisite on the part of the Committee to prevent the admission of candidates



having an insufficient knowledge of these branches; and, for the same reason, additional care will be necessary, on the part of the grammar school teachers, in the preparation of scholars in the same.

Early in the year, the Sub-Committee on this school apportioned among themselves the care of the different studies pursued; and they have, with some exceptions, severally attended to the duties thus assigned them. The reports of those having in charge the more important branches are herewith presented.

### ARITHMETIC.

There have been five classes in this study in the High School during the year. At the close of the Spring term, the following examples were given to all the classes except the lowest, and written answers, accompanied by the process in full by which they were obtained, were required from each scholar.

1. A town ten miles square has a road 4 rods wide running around it, the line of the town forming the outer line of the road. Two other roads, each also 4 rods wide, run through the town, intersecting each other at right angles, and dividing the town into equal quarter sections. Required the number of acres in the town, exclusive of the roads.

2. What is the difference between the simple interest of \$10, for 2 years, 2 months, and 2 days, and the compound interest of the same sum, for the same time, the rate in each case being six per cent?

3. \$500.

NEW BEDFORD, January 1, 1854.

On demand, I promise to pay John Smith, or order, five hundred dollars, with interest.

JOHN SMITH.

Indorsed: March 10, 1854, received on the within \$50.

January 5, 1855, " " \$10.

May 15, 1856, " " \$300.

Required the amount due May 25, 1857.

4. A merchant had a note for \$1000 discounted at bank; one half of the note was payable in three months, and the other half in six months, from the time at which it was discounted; how much money should he have received?

5. A hall 80 feet in length, and 30 feet in width, is to be carpeted; how many square yards of carpeting are required, upon the supposition that in laying it down, it can be made to stretch 2 per cent in length and 3 per cent in breadth?

6. A merchant remitted money to his agent in Liverpool, to be expended in the purchase of goods, the agent receiving a commission of  $2\frac{1}{2}$  per cent on the money laid out. The goods were purchased, and were afterwards sold by the merchant for \$12,000, which was a gain of 10 per cent on the amount laid out by the agent. What was the amount of money remitted, and what was the agent's commission?

7. A merchant sold flour for \$1600, on a credit of 8 months, and thereby gained 15 per cent; what would have been his gain per cent if he had sold the flour for \$1600 cash?

8. The length of a certain garden which contains 128 rods, is twice as great as its width; and if the garden were 4 rods longer, it would contain an acre. Required its length and width.

These examples were performed, and the average percentage of correct answers in each class was calculated; and the following schedule shows the result. It should be borne in mind that the classes are, with a single exception, designated by the same numbers by which they were known in the general classification of the school, and therefore these numbers do not indicate the number of classes in this particular branch. The exception alluded to, is in regard to the first class, which was composed of the first and second regular school classes.

| Designating no.<br>of class. | Instructor.   | No. present. | Percentage of<br>correct answers. |
|------------------------------|---------------|--------------|-----------------------------------|
| 1st class.                   | Mr. Emerson.  | 10           | 88                                |
| 3d "                         | Miss Babcock. | 6            | 94                                |
| 4th "                        | Miss Babcock. | 19           | 90                                |
| 6th "                        | Miss Bonney.  | 23           | 79                                |

Though an examination conducted wholly by written examples like the above is, to a certain extent, a test rather of the general ability of the scholar than of the carefulness and thoroughness of the teacher's instruction, and, on this account, is not so satisfactory as one orally conducted,—still, those who have been well taught will generally be most successful in solving problems involving the application of the principles in which they have been instructed; and, therefore, with

perhaps some allowances for the difference in capacity of the scholars composing the different classes, the quality of the teaching may be considered as being pretty correctly indicated by the above schedule. The seventh class was examined orally, and exhibited a good knowledge of that part of their text-book which they had completed during the term.

At the close of the Fall term, all of the classes were examined orally. It should be observed, that the numbers do not denote the same classes having corresponding numbers at the preceding examination, these being changed on the introduction of every new class into the school. The seventh class was in two divisions, forming two classes. One of these was under the charge of Miss Tobey; the other was taught by Mr. Tucker. The former were prompt in their answers to the questions propounded, and had evidently been well instructed. The latter did not exhibit the same readiness and animation, and are not considered to have passed so good an examination as the other division. The sixth class, under Miss Babcock, displayed a very accurate and thorough knowledge of what they had passed over, and the examination was entirely satisfactory. The fifth class, under Miss Bonney, exhibited a considerable difference in the proficiency of the scholars composing it, the merit of some being balanced by the want of it in others, so that as a whole they passed but fairly. The fourth class, taught by Mr. Emerson, were examined only in that part of their text-books which they had completed under his instruction, and of this they appeared to have a very good understanding.

From the very large share of time which the teachers in this school find it necessary to devote to this branch, as well as from the general results of the ex-



aminations made, I am satisfied that the instruction in this study in several of the grammar schools is much wanting in thoroughness, and I fully agree with the examiner in this branch in the above-named schools, in his remarks upon that subject.

A. BORDEN.

#### READING, GRAMMAR, &C.

The undersigned, to whom was assigned the examination of the classes in the High School in reading, grammar, Cowper, and Milton, makes the following report:

I was not able to make the thorough examination that I wished, and cannot therefore report, so fully as I could desire, the standing of each class.

The third class in the school, reciting to Miss Tobey, read and parsed from "Thanatopsis." They read well, on the whole, though with more mannerism and monotony than I could have wished. They parsed intelligently, showing that they had been carefully taught to apply the rules of grammar.

The second class, reciting to Miss Babcock, read, parsed, and analyzed from a selection from Cowper. They acquitted themselves very well in all these exercises, appearing to be very well acquainted with the manner and the matter of the poet. I was much impressed with the intelligent ideas possessed by the teacher of this class, of the manner in which instruction should be imparted.

The first class, reciting to Mr. Tucker, parsed and analyzed from "Paradise Lost" very intelligently, and showed that they comprehended very thoroughly the intention of the poet. The style of Milton, though stately, is sometimes obscure, and his phraseology, de-



rived in great part from Latin words, is for this reason more difficult to the *English* student. I ascribe, therefore, a considerable degree of intelligence to those who can read understandingly the works of this great author; and this the class could do. I was much pleased with their performance.

The order in this class-room is not so good as it should be, and improvement in this particular is very desirable.

The defects which are alleged to exist in the management of the High School do not, in my opinion, arise from the want of good material in the teachers, but from its hitherto faulty construction. This will be remedied under the new organization, and I trust the school will then become what its friends wish it to be. Much however has been accomplished in spite of unfavorable circumstances, and I have a very good opinion of the results obtained by the teachers, though hampered by difficulties which were inseparable from the old arrangement.

All of which is respectfully submitted.

THOMAS R. RODMAN.

#### LATIN.

There are at present in the High School four Latin classes, containing forty-six pupils. The first class, of eight scholars, is under the charge of Mr. Emerson; the second class, of seven, is under Miss Tobey's charge; and Mr. Tucker teaches the other two, which together contain thirty-one scholars. I have examined the classes from time to time, and can freely say that the mode of instruction is entirely satisfactory, but that the progress made by the classes is not so. In fact, in the High School as now constituted, the classical department is

by no means dominant. There have been no Greek scholars in the school for a long time, and there is no prospect of any. The first Latin class, at the beginning of the school year, was in the beginning of Cæsar's Commentaries; and, at the end of the year, is still in one of his earlier books. I think time is not profitably spent in studying Latin, unless it is carried much farther than the present arrangements of the school will permit.

I have stated that the mode of instruction is satisfactory. It is minute and accurate, and I believe that all the ground passed over is thoroughly passed over. Such training obviates substantially the need of studying English grammar farther, and is undoubtedly the best mode of teaching the construction and organization of language. Perhaps an advantage might be gained by an *exclusive* use of the text-books prescribed by the Committee. So many grammars are made merely for sale, or by incompetent persons, or by those educated in the local peculiarities of particular schools and universities, or by those whose claims exist merely in the novelty of their views,—that a conformity with the prescribed text-books is desirable. The authority of Donatus, Priscian, and other grammarians of the early ages, is supreme. The best text-books now are developments of their rules, and the scholar must look backward for his authorities. The laws of construction of a dead language, like the laws of real estate, are mainly historical, and may not be altered to suit the fancies of new authors desirous of displaying new views.

The reason assigned by the principal for the little advance made is, that so much time is required for the lower but indispensable branches, as to leave insufficient time for the higher ones. I agree with him entirely in

this respect. A great number of scholars have undoubtedly been admitted whose attainments were too low. It would be better for the High School, the grammar schools, and for themselves, if such scholars were left longer in the grammar schools. From this cause the High School is not much above the grade of the Boston grammar schools, though its teachers have taken every means in their power to elevate it. While they are compelled to teach scholars English grammar and arithmetic, they cannot teach them the classics and higher mathematics. The study of Latin has therefore been made quite a secondary affair, and is attended to only as the other business of the school will permit.

In the High Schools of other cities of the Commonwealth, the standard of scholarship, so far as I learn, is higher than ours. With regard to the attention paid to classical studies in them, I will mention that in the Salem High School, with an average attendance of 215, there are 190 students of Latin. In that school, the whole junior class is required to study it, and it is recommended to all those in the upper classes. From the Cambridge High School about seven enter college annually. It is desirable that our High School should approximate to these, and that those wishing a collegiate preparation may have it there.

THOMAS M. STETSON.

#### GEOMETRY AND ALGEBRA.

The Committee to whom was referred the examination of the classes in geometry and algebra in the High School, is obliged to acknowledge a want of proper attention to the duty.

The limited time he has been able to bestow on these classes would, however, lead him to pronounce them in

a good condition as to training, though only fair as to progress.

The geometry classes were the most satisfactory, and may perhaps be excepted from the last remark. The progress of the pupil in this science, does not depend to so great an extent as in algebra, on his previous mathematical discipline; and the thoroughness which has always characterized the teaching of both these branches in this school, is here quite evident.

In algebra, the classes did not appear so well as the Board would have a right to expect, if any consideration were attached to the supposed previous drilling of the scholars in mathematical science.

But here your Committee would call attention to the remarks appended to his report of the results of the examination of the classes in arithmetic in the grammar schools. It must be plain, that if the time of the teachers in the High School, is to be taken up as now it is, in fixing in the minds of the pupils the rudimentary principles of mathematics in which they ought to have been firmly established in the grammar schools, there will be a corresponding deficiency in their progress in the higher branches.

It is therefore fair to attribute the present inferior condition of the algebra classes in no small degree to this evil, which, it is to be hoped, the proposed alteration in the arrangements in both Grammar and High Schools, will considerably abate.

As before stated, your Committee has been able to devote but a limited time to his examination here, and it would not become him, even were it desirable, to enter upon a detailed criticism of the merits of particular classes, or of the character of their instruction; but he cannot omit the testimony to the earnest zeal and abil-



ity of the very worthy principal of this school, which a former personal experience has authorized, and which his later observation has not failed to strengthen.

All of which is respectfully submitted.

ZOHETH S. DURFEE, Committee.

#### MORAL SCIENCE, HISTORY & FRENCH.

A general exercise in moral science occurs weekly at the High School, as also at each of the grammar schools. This is a department of education in which satisfactory results are peculiarly contingent upon the tact and enthusiasm of the instructor. Under judicious and energetic culture it cannot fail to yield very abundant and valuable fruits.

The examination in history suggests the remark that this study, in the use of existing text-books, severely tasks the skill and genius of the teacher. The scholars' impressions are apt to remain vague and indefinite. Little good is effected unless the salient points of each period are carefully distinguished, brought out in bold relief, and then urged with a very forcible pressure upon the memory, so as at once to discipline that faculty, and likewise replenish it with a durable store of important facts and principles.

The class in physiology did not by any means evince commendable proficiency.

The classes in French, during so much of the year as has been devoted to that study, have been under the instruction of Mr. A. C. Maggi. Their recitations indicated assiduous training by an accurate and accomplished teacher. The pronunciation was accurate, the grammatical forms had been faithfully mastered, and the scholars were rapidly acquiring colloquial fluency and elegance. This gentleman is entitled to cordial

congratulation for having done so much thorough and skilful work in so short a time.

WHEELOCK CRAIG.

## SCHOOL PROPERTY.

No new school-houses have been erected during the year, though the wants of the department in this particular are growing more and more urgent with the lapse of time. An appropriation was made more than a year ago for the erection of a new building for the accommodation of the Market Square school, and it was confidently expected by the Committee that the present season would witness the completion of the work. But, owing partly to the difficulty of obtaining a suitable lot, and partly to the financial embarrassments of the times, nothing has as yet been done towards the accomplishment of the design. The school has largely increased in size, and is but miserably provided for in its present quarters; and immediate action in relation to the erection of a new building for its accommodation is earnestly demanded.

Early in the year the attention of the Committee was called to the crowded state of the Grove Inter-medial and Primary School. The rooms in which the school is held were already filled to their utmost capacity, and there were still other scholars desiring to attend. Under these circumstances, a special committee was appointed by the Board to consider the matter and report what action was necessary in the premises. This committee made a report, setting forth in full the circumstances of the south schools, and concluding with the recommendation that a new building should be im-

mediately erected for the accommodation of the Grove and Dartmouth street Grammar Schools, and that the apartments now occupied by these schools should be appropriated to the lower grades of schools in the same buildings. This report was accepted by the Board, and application was immediately made to the City Council for an appropriation to carry the recommendation of of the committee into effect. An order making an appropriation for the purchase of a lot for the purpose proposed, passed one branch of the City Government, but for the latter of the two reasons already mentioned as having prevented the erection of a building for the Market Square school, the matter was there suffered to rest, no further action having been taken in regard to the same. We cannot too strongly urge early action in relation to the new school-house in question, for without it we have not sufficient room for the scholars desiring school instruction in the southern part of the city.

The apartments occupied by the Parker street Grammar School have during the year been restored to their original form of a main room and class-rooms, the experiment of conducting the school in different departments, as these were arranged, having proved a failure.

Additional accommodations for scholars of the grammar grade in the northwest part of the city, will soon be needed, as the Parker street Grammar School is already crowded; and a new primary school is also required in the vicinity of Arnold street. No plan has, however, been matured in regard to these latter matters, and they are alluded to in this place mainly with the view of showing the necessity of immediate steps to erect the two school-houses which are indispensable,

and thus avoiding a very large appropriation for such purposes in any one year.

A. BORDEN,  
Chairman School Committee.

## ORGANIZATION OF THE SCHOOL COMMITTEE, JANUARY, 1858.

ALANSON BORDEN, Chairman.

WILLIAM HOWE, Secretary.

### STANDING COMMITTEES.

HIGH SCHOOL.—Borden, Barney, Craig, Gleason, Swasey, Stowe, Rodman, and Bonney.

GRAMMAR SCHOOLS.—Barney, Craig, Stetson, Gleason, Rodman, Wood, and Swasey.

INTERMEDIAL SCHOOLS.—Stowe, Stanton, Kempton, Wilcox, Wood, and Bonney.

PRIMARY SCHOOLS.—Howe, Lawton, Coe, Bumpus, and Sayer.

MARKET SQUARE SCHOOL.—Swasey and Sayer.

COUNTRY SCHOOLS.—Kempton, Bonney, Wilcox, and Coe.

EXAMINATION OF TEACHERS.—Borden, Barney, Craig, Gleason, Stetson, Rodman, Stowe, Howe, and Kempton.

LIBRARY AND TEXT-BOOKS.—Borden, Barney, Stowe, Rodman, Gleason, Craig, and Swasey.

COMMITTEE ON ADMISSIONS.—North, Henry R. Wilcox; South, Albert G. Stanton.

COMMITTEE ON SCHOOL-HOUSES.—North, James M. Lawton; South, Albert G. Stanton.

COMMITTEE ON ACCOUNTS.—Borden, Lawton, and Stanton.



1859. CITY DOCUMENT No. 9.

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R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

*For the Municipal Year*

ENDING JANUARY 3, 1859.

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NEW BEDFORD:

BENJAMIN LINDSEY, CITY PRINTER,

21 HAMILTON STREET.

1859.



# R E P O R T.

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OUR Public Schools have not experienced any marked change in their condition, since the presentation of the last Annual School Report. A fair degree of advancement it is believed has been made, but from the standing which our schools have now generally attained, improvement must necessarily be gradual, and it is not to be expected that they will ordinarily exhibit within the period of a single year, any very striking indications of progress. With but few exceptions, the same teachers who were connected with the schools last year are still retained in the service, and for the most part in the same positions which they then occupied; and if we cannot congratulate ourselves upon any great improvement, we have at least the assurance that our schools have not suffered the loss which usually results from frequently changing their instructors. These changes have been gradually diminishing in number for some time past, owing in part to the fact that comparatively few of the teachers have resigned their positions, but more especially to the new arrangement of teachers' salaries, which was introduced some two or

three years ago, and which is still existing. Under this arrangement, there is now so little difference in the compensation of the assistants in the various grades of schools, that a change on that account is scarcely desirable; and thus the principal motive which influenced the teachers in the lower grades to seek to be transferred to the higher, has been removed. A teacher of real excellence, who has long been connected with the same school, has a very great advantage over one, who though equally well qualified in others respects, has just entered upon the discharge of the duties of a new position. For in order to the best success in the management and instruction of scholars, the character and disposition of each individual should be understood. The former possesses this knowledge, and can therefore so direct his efforts as to render them most effective for the accomplishment of the end desired. The latter has the same knowledge to acquire, and until he has obtained it, his labors as a teacher will be more or less misdirected and consequently lost. A wise regard for the continued prosperity of each school, would therefore seem to require that all changes of teachers that are not really called for, should be avoided.

It has been suggested as a means of still further improving the condition of our schools, that either under the management and direction of the Committee, or otherwise, all the teachers in the service should at regular intervals be required to come together, for the purpose of discussing with one another the various topics connected with the duties of their profession, and for such other appropriate exercises similar to those practiced in Teachers' Institutes and in Normal Schools, as might be found serviceable. It is believed that such meetings might, if properly conducted, be in-



strumental in awakening among the teachers generally a more lively interest in their occupation, and that the stimulus thus received might in various ways be advantageous both to themselves and their scholars. These meetings might from time to time be made occasions for examinations by the Committee, and thus might furnish additional, and, in some instances, quite needful motives for the formation of studious habits on the part of the teachers, to the end not only that they might preserve fresh in mind the principles of the various branches of which they are required to possess a satisfactory knowledge, but that they might thereby be induced to go on to higher attainments. We fear that it not unfrequently happens that teachers after having passed an examination, and received an appointment, cease to make any further efforts for additional knowledge and culture. It is perhaps needless to add, that such is not the true road to eminence either in this or in any other profession. It will be for the incoming Board to determine whether the benefits likely to result, may not render it expedient to institute teachers' meetings, somewhat upon the plan above proposed.

As the agitation of the question of the appointment of a General Superintendent of our schools has of late to some extent been renewed, outside of the School Board, it may not be inappropriate to introduce a few remarks upon the subject in this place, for the purpose of again calling general attention to the matter. The question was quite fully discussed some three or four years since both in the School Board and in the community at large; the result of which was that though two successive School Boards concurred in recommending the creation of such an office, the City Council did not deem

it advisable to carry the recommendation into effect. The principal argument then advanced against the appointment of such an officer was that the provisions of the statute in relation to the subject, considered with reference to the peculiar character of our population, were such, there was just reason for apprehending, that under ordinary circumstances almost the sole care and management of all departments of the school service would devolve upon the proposed Superintendent; that on this account good business capacity is a qualification almost as indispensable in the incumbent, as good scholarship; and that in order to secure the services of an individual possessing the requisite qualifications, a larger compensation would be necessary than the City would be disposed to allow. This argument has all the force at the present time, that it had when it was urged on the former occasion. The statute authorizing the appointment of a Superintendent provides, that on the creation of that office, the School Committee shall receive no compensation for their services, unless the City Council shall otherwise order; and it is not to be supposed that under such circumstances, salaries would be paid both to the Committee and the Superintendent. The consequence most probably would be, that the School Committee would become an advisory, rather than an active working body. For our City contains comparatively few literary men of leisure. Members of the School Board are therefore necessarily chosen from the ranks of those whose ordinary avocations require the greater portion of their time, and whose circumstances are such that during the business hours of the day they cannot afford to render a great amount of gratuitous service even for the promotion of so good a cause as that of common school education. Notwithstanding

these objections, however, it is unquestionably true, that the services of such an officer as the one in question are very much needed. Our schools are increasing in number, and the labor required for their proper care and supervision is yearly becoming more arduous and burdensome. It is useless to deny the fact, that some plan by which greater efficiency can be introduced into the management of this department, ought to be adopted. The schools are not visited so frequently, nor examined so often and so thoroughly as would be for their advantage. Neither are the examinations so complete and systematic as would be the case if they were conducted by a competent person whose time was wholly given to this and kindred duties. Nor is there, under the present system, that intimate acquaintance readily made with the teachers, which is a prerequisite to the formation of correct opinions respecting their ability as managers and instructors. Other particulars might be mentioned, if necessary, wherein the employment of a Superintendent would probably produce a desirable change. From the foregoing remarks it may be inferred that, in our view, success or failure would be likely to result from the appointment of a Superintendent, according as the person selected should happen to be well or ill adapted to the situation, the peculiar qualifications required in consequence of the circumstances before mentioned, being considered. If the office could be filled by a man of ability, tact and sound judgment, one equal to every probable emergency of the position, the benefits would doubtless far exceed the disadvantages which might result. But if, on the contrary, the individual chosen should be deficient in any essential qualification, evil rather than good may reasonably be expected to follow. If therefore the City Government



should be disposed to establish the office, we would respectfully urge that it be done upon a liberal basis, so that the Committee may have it in their power to fill it with a person capable of meeting all the requirements of the situation.

The crowded state of several of the school-houses, during the early part of the year, seeming imperatively to call for further school accommodations, the Committee soon after their organization, made two successive applications to the City Government for appropriations for that purpose. These requests not having been granted, in consequence in part of the great difference in opinion prevailing as to what was best to be done, a Sub-Committee was appointed by the Board for the purpose of considering the whole subject, and reporting some general plan for the erection of new buildings for the future, designed when perfected to furnish the best possible facilities, which circumstances would admit, for the accommodation and instruction of the scholars, at the least expense to the City. This Committee, after due inquiry, recommended the gradual union of the Grammar and Intermedial grades in the City Proper, and the erection of three or more school houses of suitable capacity to meet the wants of the united grades, of which the first, to be located in the southerly part of the City, where the need was most urgent, should be at once constructed, to be followed in succeeding years by others in the central and northerly sections, till the plan should be fully carried into effect. The report of this committee was adopted by the Board, and the City Government again applied to, for the necessary means for putting the plan into practical operation. But neither the scheme proposed, nor a modification of the same, making it apply to the Grammar Schools alone, was



favorably received, and the result is that no school house of any description has been built during the year. It is to be regretted that nothing has been done to meet the wants of the department in this regard, for the consequence is that the larger part of the school-houses are at the present time filled to repletion, to the great discomfort and serious injury, in point of health, of all who are compelled to be their inmates. The evil is a great one, and demands a remedy, and on sanitary if on no other grounds, we are under obligations to provide for its removal. The subject deserves, and we trust that it will receive, the early attention of the incoming municipal administration.

The various grades of schools have, as last year, been under the immediate supervision of Sub-Committees, who have, in the higher grades, apportioned the different studies pursued, among the several members, each having the care of one or more branches, to which his attention has been particularly devoted during the year. This arrangement accounts for the form in which this report appears, each member reporting with reference to the special subject or subjects which he has had in charge.

Immediately succeeding is the usual schedule of the schools and their teachers, with the average and percentage of attendance in each school, for the year ending with the Fall term.

|                                                                                                                                                                                      | Av. att.  | Per ct. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|
| HIGH SCHOOL.                                                                                                                                                                         | Boys, 61  | 98      |
|                                                                                                                                                                                      | Girls, 67 | 92      |
| John F. Emerson, <i>Principal</i> .<br>J. Judson Tucker, }<br>Eliza H. Tobey, } <i>Assistants</i> .<br>Sallie W. Fox, }<br>Mary J. Hawes, }                                          |           |         |
| PARKER STREET GRAMMAR SCHOOL (mixed).                                                                                                                                                | 131       | 94      |
| Ebenezer Hervey, <i>Principal</i> .<br>Jane M. Gardner, <i>First Assistant</i> .<br>Esther A. Mason, <i>Second Assistant</i> .<br>Jeannette Hunter, <i>Third Assistant</i> .         |           |         |
| CHARLES STREET GRAMMAR SCHOOL (girls.)                                                                                                                                               | 113       | 96      |
| Julia H. Osgood, <i>Principal</i> .<br>Susan B. Cornish, <i>First Assistant</i> .<br>Cordelia A. Morton, <i>Second Assistant</i> .                                                   |           |         |
| MIDDLE STREET GRAMMAR SCHOOL (boys).                                                                                                                                                 | 124       | 91      |
| James S. Barrell, <i>Principal</i> .<br>Abby A. K. Howard, <i>First Assistant</i> .<br>Alvira D. Burdon, <i>Second Assistant</i> .<br>Elizabeth P. Vincent, <i>Third Assistant</i> . |           |         |
| BUSH STREET BOYS' GRAMMAR SCHOOL.                                                                                                                                                    | 89        | 93      |
| Sylvander Hutchinson, <i>Principal</i> .<br>Mary A. Sanford, <i>First Assistant</i> .<br>Mary B. Randall, <i>Second Assistant</i> .                                                  |           |         |
| BUSH STREET GIRLS' GRAMMAR SCHOOL.                                                                                                                                                   | 102       | 92      |
| Hannah B. Robinson, <i>Principal</i> .<br>E. Emily Cushman, <i>First Assistant</i> .<br>Mary E. Smith, <i>Second Assistant</i> .                                                     |           |         |
| GROVE GRAMMAR SCHOOL (mixed).                                                                                                                                                        | 82        | 96      |
| Ivory S. Cornish, <i>Principal</i> .<br>Abby S. Tobey, <i>First Assistant</i> .<br>Statira W. Connor, <i>Second Assistant</i> .                                                      |           |         |
| ACUSHNET SCHOOL (mixed).                                                                                                                                                             | 53        | 89      |
| William A. Barrell, <i>Principal</i> .<br>Almina M. Hathaway, <i>Assistant</i> .                                                                                                     |           |         |
| MARKET SQUARE SCHOOL (boys).                                                                                                                                                         | 58        | 90      |
| Nehemiah Lincoln, Jr., <i>Principal</i> .<br>Miranda A. Williams, <i>Assistant</i> .                                                                                                 |           |         |
| DARTMOUTH STREET GRAMMAR SCHOOL (girls).                                                                                                                                             | 22        | 94      |
| Ann M. Bonney, <i>Principal</i> .                                                                                                                                                    |           |         |
| HILL INTERMEDIAL SCHOOL.                                                                                                                                                             | 63        | 91      |
| Helen M. Gordon, <i>Principal</i> .<br>Ursula C. Gwynneth, <i>Assistant</i> .                                                                                                        |           |         |

|                                                                                                                                            | Av. att. | Per ct. |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|
| PARKER STREET INTERMEDIAL SCHOOL.                                                                                                          | 70       | 95      |
| Annie R. Commerford, <i>Principal</i> .<br>Sylvia A. Chase, <i>Assistant</i> .                                                             |          |         |
| MAXFIELD STREET INTERMEDIAL SCHOOL.                                                                                                        | 94       | 86      |
| Eliza J. D. Shepherd, <i>Principal</i> .<br>Martha Hemmenway, <i>First Assistant</i> .<br>Emeline H. Richardson, <i>Second Assistant</i> . |          |         |
| KEMPTON STREET INTERMEDIAL SCHOOL.                                                                                                         | 99       | 85      |
| Emma R. Wentworth, <i>Principal</i> .<br>Joanna P. Nash, <i>First Assistant</i> .<br>Helen H. Kelley, <i>Second Assistant</i> .            |          |         |
| CHARLES STREET INTERMEDIAL SCHOOL.                                                                                                         | 75       | 88      |
| Clara D. Cory, <i>Principal</i> .<br>Eliza C. Lewis, <i>Assistant</i> .                                                                    |          |         |
| WILLIAM STREET INTERMEDIAL SCHOOL.                                                                                                         | 111      | 89      |
| Mary E. Savery, <i>Principal</i> .<br>Mary H. Crowell, <i>First Assistant</i> .<br>Susan E. Brown, <i>Second Assistant</i> .               |          |         |
| BUSH STREET INTERMEDIAL SCHOOL.                                                                                                            | 88       | 95      |
| Mary E. Allen, <i>Principal</i> .<br>Maria L. Whitney, <i>Assistant</i> .                                                                  |          |         |
| SIXTH STREET INTERMEDIAL SCHOOL.                                                                                                           | 117      | 94      |
| Sarah D. Ottiwell, <i>Principal</i> .<br>Sophia E. Haffards, <i>First Assistant</i> .<br>Charlotte C. Carr, <i>Second Assistant</i> .      |          |         |
| GROVE INTERMEDIAL SCHOOL.                                                                                                                  | 108      | 91      |
| Jane C. Thompson, <i>Principal</i> .<br>Patience E. Allen, <i>Assistant</i> .                                                              |          |         |
| DARTMOUTH STREET INTERMEDIAL SCHOOL.                                                                                                       | 34       | 91      |
| Eliza A. Sisson, <i>Principal</i> .                                                                                                        |          |         |
| HILL PRIMARY SCHOOL.                                                                                                                       | 76       | 85      |
| Mary C. Tew, <i>Principal</i> .<br>Kate Commerford, <i>Assistant</i> .                                                                     |          |         |
| MERRIMAC STREET PRIMARY SCHOOL.                                                                                                            | 102      | 89      |
| Caroline A. Hurd, <i>Principal</i> .<br>Eleanor Commerford, <i>First Assistant</i> .<br>Ellen S. Kempton, <i>Second Assistant</i> .        |          |         |
| PARKER STREET PRIMARY SCHOOL.                                                                                                              | 75       | 87      |
| Mary L. Blake, <i>Principal</i> .<br>Abby F. Bryant, <i>Assistant</i> .                                                                    |          |         |

|                                                                                                                                     | Av. att. | Per ct. |
|-------------------------------------------------------------------------------------------------------------------------------------|----------|---------|
| MAXFIELD STREET PRIMARY SCHOOL.                                                                                                     | 103      | 86      |
| Mary B. White, <i>Principal</i> .<br>Judith S. Macomber, <i>First Assistant</i> .<br>Mira C. Hatch, <i>Second Assistant</i> .       |          |         |
| CEDAR STREET PRIMARY SCHOOL.                                                                                                        | 87       | 89      |
| Hannah S. Macomber, <i>Principal</i> .<br>Annie S. Homer, <i>First Assistant</i> .<br>Helen M. Hewins, <i>Second Assistant</i> .    |          |         |
| CHARLES STREET PRIMARY SCHOOL.                                                                                                      | 118      | 87      |
| Patience R. Almy, <i>Principal</i> .<br>Lucinda C. Perry, <i>First Assistant</i> .<br>Susan M. Tompkins, <i>Second Assistant</i> .  |          |         |
| WILLIAM STREET PRIMARY SCHOOL.                                                                                                      | 103      | 88      |
| Sarah H. Hewins, <i>Principal</i> .<br>Jane E. Finkill, <i>First Assistant</i> .<br>Elizabeth H. Simmons, <i>Second Assistant</i> . |          |         |
| BUSH STREET PRIMARY SCHOOL.                                                                                                         | 128      | 89      |
| Anna M. Bailey, <i>Principal</i> .<br>Sarah E. Field, <i>First Assistant</i> .<br>Amanda M. Peirce, <i>Second Assistant</i> .       |          |         |
| SIXTH STREET PRIMARY SCHOOL.                                                                                                        | 92       | 76      |
| Ruth H. Brady, <i>Principal</i> .<br>Sarah H. Cranston, <i>First Assistant</i> .<br>Eliza B. Tobey, <i>Second Assistant</i> .       |          |         |
| GRIFFIN STREET PRIMARY SCHOOL.                                                                                                      | 79       | 88      |
| Annie H. Sanford, <i>Principal</i> .<br>Cordelia Barker, <i>Assistant</i> .                                                         |          |         |
| DARTMOUTH STREET PRIMARY SCHOOL.                                                                                                    | 78       | 92      |
| Harriet P. Cushman, <i>Principal</i> .<br>Mary A. Post, <i>Assistant</i> .                                                          |          |         |
| GROVE PRIMARY SCHOOL.                                                                                                               | 61       | 88      |
| Mary J. Chase, <i>Principal</i> .<br>Lydia A. Post, <i>Assistant</i> .                                                              |          |         |
| NORTH SCHOOL.                                                                                                                       | 25       | 85      |
| Kate H. Brady, <i>Principal</i> .                                                                                                   |          |         |
| BELVILLE SCHOOL.                                                                                                                    | 25       | 89      |
| Clara J. Cate, <i>Principal</i> .                                                                                                   |          |         |
| PERRY'S NECK SCHOOL.                                                                                                                | 22       | 70      |
| Mary F. Shockley, <i>Principal</i> .                                                                                                |          |         |



Av. att. Per ct.

## HASKINS' CORNER SCHOOL.

29 72

Sarah W. Macomber, *Principal*.

## CANNONVILLE SCHOOL.

65 73

Hanrah E. Peirce, *Principal*.Laura F. Bryant, *Assistant*.

## CLARK'S POINT SCHOOL.

25 89

Elizabeth R. Howland, *Principal*.

## ALMS HOUSE SCHOOL.

16 97

George W. Francis, *Principal*.

## EVENING ADULT SCHOOL.

## MALE DEPARTMENT.

George B. Hathaway, *Principal*.John A. Ruggles, } *Assistants*.

Emma R. Wentworth, }

## FEMALE DEPARTMENT.

Ivory S. Cornish, *Principal*.

Anna M. Bailey, }

Patience R. Almy, }

Eliza J. D. Shepherd, }

## PRIMARY SCHOOLS.

There are twelve Primary Schools in the City, which receive children from four to nine years of age. In the studies in these schools, there is little to tax or strain the minds of the children. Great progress in knowledge, is not to be expected or desired. The teacher succeeds best, who makes her school attractive. The discipline should be of the mildest character consistent with a reasonable degree of order.

The Committee are satisfied with results, so long as a sufficient number are found qualified at stated periods for promotion to the Intermedial Schools.

HILL PRIMARY SCHOOL.—This school is under the charge of the same teachers as last year. Everything about the school-room, continues to impress the visitor with the truth that the discipline of the school is of the most mild and cheerful character. The result of the several examinations the past year, have been satisfactory.

MERRIMAC STREET PRIMARY SCHOOL.—The resignation of Miss Staples at the close of the Summer term, was accepted, and Miss Caroline A. Hurd appointed in her place. The new Principal has hardly had time enough to overcome the disadvantage a school labors under by a change of teachers; much has yet to be accomplished to place this school among the best of its grade.

PARKER STREET PRIMARY SCHOOL.—In regard to the reading, the remarks in the last Report still hold good. The other exercises of the school were equally good. Some exercises in arithmetic were of a superior quality.

CEDAR STREET PRIMARY SCHOOL.—There has been considerable improvement in this school the past year. The Committee are satisfied that much, and perhaps all that was practicable has been done by its teachers to place this school among the first of its class. The Committee recommend the continuance of the same efforts.

MAXFIELD STREET PRIMARY SCHOOL.—From the several examinations and the quarterly report, the Committee are of opinion that this school fully sustains its previous good character. If the school is not superior to any other of its grade, it is not for want of exertion and fidelity in its teachers. At the death of Miss Mary P. Simmons, Second Assistant, Miss Mira C. Hatch was appointed to that office; but the Committee would feel that they had not discharged their duty, had they omitted their testimony to the loss the school sustained in being deprived of the gentle and pious teachings of this excellent young lady. Her associates and scholars will long remember her ministrations among them.

CHARLES STREET PRIMARY SCHOOL.—This school is nearly the largest in the city; and the percentage of attendance, which for some reason is at the lowest figure may in some degree, account for the school not being all it could be wished by the Committee. The illness of the First Assistant accounts in part for the want of progress of the school.

WILLIAM STREET PRIMARY SCHOOL.—The several teachers in this school have large classes in the First-Class Reading Book; and the several examinations bear testimony to the thorough manner of the teaching. The Committee consider this an excellent school.

BUSH STREET PRIMARY SCHOOL.—This school, formerly an Infant School, still partakes of that character, nearly

one-third of the scholars being under five years of age. Notwithstanding the crowded state of the school, having the largest attendance of any Primary School in the City, it still sustains its former good standing.

GRIFFIN STREET PRIMARY SCHOOL.—This still continues to be a good and pleasant school. Some parts of the year the school has numbered one hundred and fourteen scholars,—altogether too many for such accommodations.

SIXTH STREET PRIMARY SCHOOL.—This school still sustains the good character awarded to it in last year's Annual Report.

GROVE PRIMARY SCHOOL.—This school has recently been organized as a Primary School, Miss Mary J. Chase being appointed Principal, and Miss Lydia A. Post, Assistant. The Committee are satisfied that it is doing well under the present arrangement.

DARTMOUTH STREET PRIMARY SCHOOL.—The last Annual Report represented this school as having risen from one of the poorest to one of the best in the City. From the last quarterly report and the result of the late examination, the Committee are prepared to say that the Principal has more scholars who are good readers in the First Class Reading Book than there are in any other school of its size, and that the Assistant has been equally diligent and successful in her part of the duties assigned her.

In behalf of the Primary Committee.

WM. HOWE, *Chairman.*



## INTERMEDIAL SCHOOLS.

These schools have been examined by the members of the Committee to whom this duty was assigned, and the following brief notices are a summary of their several reports:—

HILL SCHOOL.—The general appearance of this school is highly to be commended. Good order is maintained. Arithmetic, both written and mental, is taught with skill and success. In Reading the classes are inferior; in Spelling, very poor. In Geography the examination gave much satisfaction.

PARKER STREET.—The discipline of this school is mild, yet efficient. The reading of the first class was wanting in vivacity and force, that of the others was better. The Spelling in the lower classes was good. In Geography there was generally a want of promptness. In Arithmetic, especially in written, there has been a good degree of proficiency. It is but simple justice to the teachers to state that on account of the crowded state of one of the Primary Schools, a large number were received during the year who were far from being duly qualified.

MAXFIELD STREET.—This is one of the best schools of the grade. A favorable mention is deserved by the classes in Geography. Their Reading is excellent; and their examination in Arithmetic was specially worthy of commendation.

KEMPTON STREET.—This school, though it still falls below many of the grade, exhibits marked improvement. The Examining Committee are unanimous

and unhesitating in expressing their confidence in the management of it. Some of the pupils show as good training and as encouraging progress, as any in other schools. But there is an unusually large number who manifest a disheartening indifference in their studies, with little susceptibility to influences designed to arouse and encourage them. The evils of irregular attendance on the part of a portion of the pupils, are specially apparent here, and a few are doing much to hinder the progress of others, as well as their own.

CHARLES STREET. — The good reputation of former years is well maintained and fairly earned. The reports of examinations speak with particular commendation of the promptness of the pupils in Geography, the excellence of the Reading, in two classes, and the clearness evinced — with two or three exceptions — by the first class in Arithmetic.

WILLIAM STREET. — This school, in most respects, is unsurpassed by any of the grade. The instruction is most thorough and successful. The Reading, for distinct articulation and correct emphasis, is worthy of special praise. The drill in Arithmetic cannot fail to excite the admiration of every visitor.

BUSH STREET. — The crowded state of this school has greatly burdened the teachers, and hindered their success. In a room designed for seventy scholars, there have been crowded nearly ninety, and a part of the time, nearly one hundred. The Committee believe that the Instructors have labored earnestly to comply with the demands thus unreasonably made upon them, but the discipline of the school has suffered, and the classes, though passing a fair examination, have not reached the standard of the previous year.

SIXTH STREET. — The attendance here has been greatly

diminished and also irregular during a part of the year on account of prevailing illness. Making allowance for this, the school maintains its rank as one of the best. For order, it is a model. The classes in Reading, Arithmetic, and Geography appeared well. The Spelling was not so good.

DARTMOUTH STREET. — This, which still remains the smallest school, is unanimously reported as excellent. In Arithmetic the examination would probably have been more satisfactory if the classes had not advanced so far. In Reading and Geography, they appeared well. The general good management which is ordinarily apparent here, is entitled to particular attention.

GROVE. — In the spring term the Principal was absent for several weeks on account of illness, and at the close of it, resigned. Mrs. Jane C. Thompson, previously an Assistant in the Parker Street Grammar School, was appointed her successor. For a time the school unavoidably suffered. It has since, however, been subjected to an energetic and efficient discipline, and, although at the examination it fell behind the others, it may be reasonably hoped that it will soon attain a better relative position. For the Committee,

T. STOWE.

## GRAMMAR SCHOOLS.

At the beginning of the municipal year, the examination in the various studies of these schools was assigned as follows: Geography and Algebra to Mr. Gleason; History and Physiology to Dr. Swasey; Reading and Spelling to Mr. Stetson; Grammar to Mr. Rodman; Moral Science to Mr. Craig; and Arithmetic to Mr. Barney: and each gentleman was to be responsible for the examination of classes in the study allotted to him during the year. All of these gentlemen have made such examinations as they deemed proper, and their reports are herewith submitted.

The schools have been under good discipline and order for the past year; the teachers have manifested much interest in the welfare of the scholars, and have labored with great success, which is very gratifying. We have a fine corps of teachers, and they are much interested in their profession; and I believe the Board has a strong desire to maintain them in the faithful and impartial discharge of the responsible duties of that calling.

## ARITHMETIC.

Near the end of the Spring term I made a thorough examination in all the Grammar Schools in Arithmetic, and was much pleased with their condition. Other examinations were made from time to time, sufficiently to enable me to judge of the progress made in each school.



Towards the close of the Fall term, another full and thorough examination was made in these schools; and I have great pleasure in saying that there has been a continued improvement throughout the year in this study in all the schools.

From the annual examination, I classify and arrange the schools in this branch, as follows:—

|                        |        |                          |        |
|------------------------|--------|--------------------------|--------|
| Bush Street Girls',    | No. 1. | Dartmouth Street Girls', | No. 5. |
| Charles Street Girls', | No. 2. | Middle Street,           | No. 6. |
| Parker Street,         | No. 3. | Bush Street Boys',       | No. 7. |
| Grove,                 | No. 4. |                          |        |

From the minutes I made at this examination, I submit the percentage of correct answers made by the classes in these schools under the Principal and First Assistant:—

|                        |                               |     |
|------------------------|-------------------------------|-----|
| Bush Street Girls',    | Miss Robinson's first class,  | 87  |
| " " "                  | Miss Cushman's first class,   | 90  |
| Charles Street Girls', | Miss Burr's first class,      | 85½ |
| " " "                  | Miss Cornish's first class,   | 83  |
| Parker Street,         | Mr. Hervey's first class,     | 84  |
| " " "                  | Miss Gardner's first class,   | 80  |
| Grove School,          | Mr. Cornish's first class,    | 84  |
| " " "                  | Miss Tobey's first class,     | 79  |
| Dartmouth Street,      | Miss Bonney's first class,    | 83  |
| " " "                  | Miss Bonney's second class,   | 77  |
| Middle Street,         | Mr. Barrell's first class,    | 82  |
| " " "                  | Miss Howard's first class,    | 75  |
| " " "                  | Miss Burdon's first class,    | 74  |
| Bush Street Boys's,    | Mr. Hutchinson's first class, | 74½ |
| " " "                  | Miss Morton's first class,    | 71  |
| " " "                  | Miss Sanford's first class,   | 78  |

The Bush Street Girls' School, as will be seen by this schedule, bears the best examination of any of the schools. I cannot let the opportunity pass without speaking in high terms of the efficiency of Miss Robinson and Miss Cushman.

The Charles Street School has made excellent progress under the instruction of Miss Burr, and the scholars of the school and the Board of the School Committee may well be pleased if the present teacher

shall prove as efficient as Miss Burr, who resigned the Principalship of the school at the end of the Fall term.

The several Boys' Schools maintain nearly the same rank, the difference not exceeding ten per cent. All the schools have done well.

I ask the attention of the Board to the reports of my associates, herewith submitted, and I recommend their many valuable suggestions to the attention of the teachers and the new Board of the School Committee.

ED. L. BARNEY,

*Chairman of the Grammar Committee.*

#### GEOGRAPHY AND ALGEBRA.

The Sub-Committee to whom was referred the examination of the Grammar Schools in Geography and Algebra respectfully submits the following Report:

In Geography there have been three examinations during the year, viz.: at the close of the Spring, Summer, and Fall terms.

At the close of the Spring term the examination was of a varied character, the object being to obtain an impression of the general rather than the real or relative condition of classes of the same grade in the different schools. The Principal's classes had completed their text-book,—Cornell's Intermediate Geography,—and their examination, substantially the same, was extended through a range of topics designed to call out what information they possessed of the different quarters of the globe. A noticeable difference exists in the attainments of classes of the same grade in different schools, owing in part, we believe, to two causes, classification and the method of teaching Geography. Most of the Grammar Schools are so classified

that the pupils in the *first* class in one study are in the *first* class in all of their studies. The same is true of all of the other classes. This plan is more or less carried out in all except the Bush Street Girls' School, where more reference is had, in arranging classes, to the capacity and taste of each pupil for the different studies. Although the former may be more convenient, yet the latter must be regarded as the true method of classification. Much diversity exists in the methods of teaching this subject in the different schools, particularly among the lower classes. Some are confined almost exclusively to map questions and the drawing of outline maps; while others learn the entire text, with but little exercise upon "map drawing." In the Charles Street, the exercise consists in repeating in concert the names of all objects to be learned upon the Maps, together with the entire descriptive matter. This method, unless combined with careful study, minute examination of all objects, and much individual teaching, results in the memorizing of names, with but an imperfect idea of the true position and relative situation of the objects themselves. Occasional concert recitations in this and other departments of study afford a pleasing variety, and when skilfully combined with thorough individual drilling, form the best possible system of instruction.

No detailed account of this or the succeeding examination was thought necessary, as the result of the Fall examination is presented in tabular view, which not only gives the condition of the classes at the last examination, but is a fair representation for the year. At the close of the Fall term a thorough examination of the *first* class in each room was made in reference to a tabular statement of the condition of each class of



the same grade in the different schools. Four was adopted as the standard of a perfect recitation, and the credits given to each pupil's replies are in conformity to this standard. The following table shows the number present examined, and the percentage of merit, of each class, arranged in the order of merit of the Principal's classes: —

| Names of Schools.                       |                   | No. present. | Per ct. of merit. |
|-----------------------------------------|-------------------|--------------|-------------------|
| Bush Street Girls',                     | Principal,        | 28           | 83.4              |
|                                         | First Assistant,  | 22           | 61.8              |
|                                         | Second Assistant, | 21           | 50                |
| Dartmouth Street,<br>Bush Street Boys', | Principal,        | 13           | 68.7              |
|                                         | Principal,        | 20           | 65.7              |
|                                         | First Assistant,  | 12           | 57                |
|                                         | Second Assistant, | 12           | 56                |
| Grove,                                  | Principal,        | 14           | 64.7              |
|                                         | First Assistant,  | 10           | 45.3              |
|                                         | Second Assistant, | 13           | 47.7              |
| Parker Street,                          | Principal,        | 14           | 62.9              |
|                                         | First Assistant,  | 22           | 52.6              |
|                                         | Second Assistant, | 15           | 51.2              |
|                                         | Third Assistant,  | 10           | 33.2              |
| Charles Street,                         | Principal,        | 32           | 57                |
|                                         | First Assistant,  | 28           | 47                |
|                                         | Second Assistant, | 21           | 50                |
| Middle Street,                          | Principal,        | 19           | 52.6              |
|                                         | First Assistant,  | 11           | 41.2              |
|                                         | Second Assistant, | 19           | 43.5              |
|                                         | Third Assistant,  | 21           | 34.6              |

It will be seen that the schools composed of girls lead in this study, with the exception of Charles Street, which ranks fifth, owing, we believe, to the method of teaching. The low percentage of merit obtained by many of the classes was occasioned by the imperfect exercise of a few in each, which reduced materially the aggregate merit of the whole. Instances of excellence in the attainments of the pupils, and seeming defects in teaching, might be pointed out, did we not deem it better to correct imperfections in friendly conversation with the deficient, rather than through the medium of a public report. As a whole, we regard the schools in good condition. Geography is an attractive study to



children; and in some instances so great was the interest in this study, that the exercise was extended beyond the ordinary limits at the urgent request of the pupils. More might be accomplished in this study with a different text book, the one now in use being a meagre outline, and not at all suitable for the higher classes. We urgently recommend for them one containing more descriptive matter,—treating more of the physical features of the surface of the earth.

### ALGEBRA.

This department of study was introduced into all of the Grammar Schools, except the Middle Street School, at the beginning of the Spring term, and was confined to the Principal's classes in each, with the exception of the Bush Street Girls', where the exercise was extended to the highest class of the First Assistant. The text book used is Tower's Intellectual Algebra. The *first* examination, at the end of the Spring term, was an oral exercise upon such parts of their book as each class respectively had been over, each pupil being required to solve the problems in accordance with the principles developed in the successive sections. In the various schools the classes had made different degrees of progress, none having advanced beyond the one hundredth page. Although but one term had been devoted to this study, still the power of analytic reason exhibited by many of the pupils gave evidence of careful study and faithful teaching. It is not our purpose to notice the attainment of each class in detail, but in this connection it is proper to speak of the Assistant's class in Bush Street Girls', as no reference hereafter will be made to it. It had advanced to the

sixty-fifth page, and although third in rank of classification, their exercise would have been creditable to older scholars.

At the close of the Fall term the examination was conducted with printed questions, and was confined to the Principal's first. This method, although it has objections, affords the means of an accurate comparison of the different classes, and measures with tolerable certainty the attainment of each. Six problems, selected from their text book, were arranged upon sheets, with appropriate spaces for the work of each solution; and by means of Algebraic symbols, each pupil was required to express in written form, similar reasoning required in an oral analysis of each example. The result of *this* examination is shown in the following table, which gives the number of pupils in each class and the percentage of correct work:—

| School.             | No. present. | Per cent of correct work. |
|---------------------|--------------|---------------------------|
| Bush Street Girls', | 13           | 85.6                      |
| Dartmouth Street.   | 10           | 61.2                      |
| Charles Street,     | 18           | 57.8                      |
| Parker Street,      | 14           | 54.7                      |
| Grove,              | 10           | 48.1                      |
| Bush Street Boys',  | 18           | 44.2                      |
| Middle Street,      | 13           | 39.7                      |

The schools composed wholly of girls lead in this; and we deem it not inappropriate that reference should be made to the excellence of uniformity in the exercise of the girls in the Bush and in Dartmouth Street Schools. Six pupils in the Bush Street class presented perfect work, and none obtained less than fifty per cent. The uniformity in the Dartmouth Street class is even greater, eighty-three being the highest and fifty per cent the lowest merit respectively, although the aggregate of this class is much less, as already shown. The members of the classes in the

other schools show greater inequality in their work, ranging from one hundred per cent to zero. This we regard in part owing to causes to which reference has already been made. We ought to remark that the examination of the Grove and Dartmouth Street schools was made on Saturday, and it is more than probable, particularly with the Grove class, that they did not work with that hearty good-will which might have characterized their efforts on their regular session days. The Middle Street class in rank is low. It did not commence so soon as the others, and, with the school, it has suffered in consequence of the absence of the Principal.

In reviewing the labor of the past year, we feel well satisfied with the attainment of the Grammar Schools in this department. Algebra is a new study in these schools, and by some is deemed of no *practical utility*, used simply as a discipline for the mind. Viewed in this light only, its importance can hardly be overestimated, when we consider that whatever study induces close thought and correct reasoning results in good to every individual. The subject is so discussed in this work, that while the pupils are taught to reason by Algebraic processes, they have a good exercise in Mental Arithmetic. It gives more variety to their exercises,—what the young so much desire and need; and we believe the beneficial effects of this study will become more perceptible, and will show the wisdom of its introduction.

All of which is respectfully submitted.

A. L. GLEASON.

## HISTORY.

For the purpose of examining the classes in History and making a correct estimate of their comparative standing, I wrote out a series of questions, adapted to classes of the same grade in the different schools; and examined them as nearly as possible from these questions. I gave to each class, one to each scholar, the same proportionate number of questions. Minutes were taken of every answer as it was given, whether correct in whole or in part.

Below is a table showing the actual percentage of correct work of the several classes in this study in the Grammar Schools:—

|                                       |                                 |       |
|---------------------------------------|---------------------------------|-------|
| Parker Street Grammar School,         | First class, Mr. Hervey's,      | 62.50 |
|                                       | Second class, Mr. Hervey's,     | 54.19 |
| Middle Street Grammar School,         | First class, Mr. Barrell's,     | 85.93 |
|                                       | Second class, Mr. Barrell's,    | 53    |
|                                       | Third class, Miss Howard's,     | 61.36 |
| Bush Street Boys' Grammar School,     | First class, Mr. Hutchinson's,  | 70    |
|                                       | Second class, Mr. Hutchinson's, | 60.71 |
| Grove School (South Water Street),    | First class, Mr. Cornish's,     | 83.33 |
|                                       | Second class, Miss Tobey's,     | 65    |
|                                       | Third class, Miss Tobey's,      | 70.16 |
| Charles Street Girls' Grammar School, | First class, Miss Burr's,       | 76.25 |
|                                       | Second class, Miss Cornish's,   | 60    |
|                                       | Third class, Miss Randall's,    | 61.25 |
| Bush Street Girls' Grammar School,    | First class, Miss Robinson's,   | 76.56 |
|                                       | Second class, Miss Cushman's,   | 63.50 |
|                                       | Third class, Miss Cushman's,    | 67.19 |
| Dartmouth Street School,              | Miss Bonney's class,            | 65.84 |
| General average in all the schools,   |                                 | 67    |

As a whole, I think we may be pleased with the result. It is true some of the classes show a low standing, when compared with the best. Then it should be remembered that these lower classes have made comparatively little progress in the study, while the first classes, with a single exception, have completed it. But the best can do better, and the poorest ought to much better.

Compared with the result of my examinations in



this study two years ago, I can speak confidently of a decided improvement in the appearance of the scholars. Generally, they have answered more promptly; have shown a more intimate and perfect knowledge of the leading and important events and facts, as well as a fuller comprehension of the philosophy of our history.

I think there is no city in the State in which so large a proportion of the scholars in the Grammar Schools pursue this study as in our own. And it is to be hoped that teachers and scholars will not longer complain of it as a "hard study," when they remember its importance. While it may be asserted by some that it is a study not absolutely necessary in fitting a child for the ordinary duties of life, yet it is presumed that no one will deny its usefulness and beauty, even in an ordinary education.

CHARLES L. SWASEY.

### PHYSIOLOGY.

Two classes in Physiology were examined at the close of the year, one in Miss Burr's and the other in Miss Robinson's school. There are no classes in any others of the Grammar Schools. The recitations were fair. I presume the teachers have discharged their duty as faithfully in this study as in any other committed to their charge.

I am still of opinion that it is an unprofitable study in our Grammar Schools. My reasons are these: In the first place, there are other studies, of much more importance, in these schools, quite sufficient to occupy all the time of teacher and scholar. In the next place, as taught at present, it is more the study of Anatomy

than Physiology. Now what possible utility can there be in the child's learning the number and names of the bones in the head or hand? Better by far learn what the head is made *for*, and what the hands can *do*. And finally, over and above all other reasons, I do not believe it is a study fit for, or adapted to early years, but adult life. You may as well expect the child to show the muscular strength in carrying the load of the full-grown man, as to comprehend the important principles of this great science. 'Tis simply asking a class of children with jack-straws to set about and accomplish one of the labors of Hercules.

An occasional lecture from the teacher to his scholars on Hygiene will do them more real good than a series of recitations from books called "Physiology for Schools." Every term affords him many fit occasions to say a few simple practical words about eating and drinking, exercise and sleep, pure air, cleanliness of clothes and of person. He may do much good in this way, with but very little labor either to himself or his pupils. All of which is respectfully submitted.

CHARLES L. SWASEY.

#### READING AND SPELLING.

The closing examinations in the above department were assigned to me, and I have examined nearly all the classes, giving a half-day to each school, beginning with the upper classes, and continuing while the time lasted.

With but two or three exceptions, the reading of the classes was satisfactory. The teachers have evidently required accuracy in enunciation, and a careful atten-

tion to the meaning of the passages read. I think, however, there is rather a deficiency in vigor and animation in all the schools. The first class in the Charles Street School, under Miss Burr's charge; the sixth in the Grove School, under Miss Connor; and the first in the Middle Street School, under Mr. Barrell,—are exceptions to this remark. Miss Connor's class is one of quite young pupils, but they are earnest and wide-awake. Two little boys,—the smallest in this class,—Horace Chase and Willie Post, deserve especial mention for their quickness and zeal in reading and spelling, and also in defining. The defining terms of little fellows of nine or ten are of course limited, but they expressed themselves in a very descriptive manner. The first class in the Middle Street School is, in my department, the best I have seen. Miss Burr's class is thoroughly attentive and earnest. It is much to be regretted that this excellent teacher has decided to leave the school which she has brought to such a degree of scholarship and discipline. I am aware that some have objected to her system for requiring so much of the scholar; but there is a popular tendency now to cry out for the health of the pupils, and to forget that for every one injured in health by over-study, there are a thousand permanently injured in mental vigor and stamina, and power of application, by passing years of listlessness in schools of a "slack" tendency, where their faculties are not exercised, and where their spring-time for culture passes in vain.

I attribute the general want of spirit in reading mainly to the text-books used. Mr. Hillard's series contains extracts from numberless authors, uniformly elegant and interesting; but oratory and the drama have been left out. A sequence of pleasant stories



and sedate poetry fills the books; but there is almost nothing to rouse the sacred fire in the reader. Among the English living plays, the French comedies, and even in some of American origin, there are numerous extracts which would be of immense use to a teacher trying to impart some vitality to her scholars. But not these only: a reading book must contain pieces to draw out rhetorical power and the energy of the passions. It is also, for another reason, desirable that some of the master-pieces of eloquence, ancient and modern,—some of the inspired passages of tragedy which are familiar among us, should be before a pupil in his whole educational period, to take a place in his memory, as well as in his training. In the first book of this series, an attempt has been made to supply the apparent deficiency, but not to a sufficient extent. With the selections in the series no fault can be found; but it is to be regretted that others are omitted.

Several of the teachers have complained to me about the punctuation of these books, especially of the lower ones in the series. I have myself noticed that the method of punctuation used is not uniform.

The spelling and defining in the various schools were, as a whole, quite correct. Among the best classes were the first in the Grove and Middle Street Schools, the second and fifth in the Charles Street, the third in the Parker Street, and the sixth in the Middle Street Schools. I think there should be regular spelling lessons from a spelling-book; and have, in certain instances, recommended to teachers to have a head to their classes, and let the scholarship of the pupil fix his position in his class. I have been frequently answered that emulation is a bad motive, and that a scholar should be guided by a better one.



This is perfectly satisfactory; but in passing through the schools I find two or three teachers who have, by a misapplication of benevolence, dropped the old-fashioned and effective method of making good spellers, without adopting any better one. This is not satisfactory.

THOMAS M. STETSON.

### GRAMMAR.

The subscriber, to whom was assigned, in the distribution of the work of the Grammar School Sub-Committees, the duty of examining the classes in English Grammar, reports as follows:

All the Grammar Schools in the city have been visited and examined at various times throughout the year, and in nearly all a marked improvement is visible.

At the close of the last term all the schools, except the Dartmouth Street School, were examined with a greater or less degree of thoroughness. In the Grove and Parker Street Schools, the classes examined passed fair examinations. In the rooms of the First and Second Assistants of the Parker Street School, there is a decided improvement in the standing of the classes. The first and second classes in the Bush Street Boys' School passed good examinations. In the Bush Street Girls' School, the first, third, and fourth classes were examined thoroughly, and all appeared very well. All the classes in the Charles Street and Middle Street Schools were examined. In the former, all the classes but the lowest passed very good examinations. In the latter, all the classes, without exception, passed very good examinations; and the instruction so well.

begun in the lowest class is regularly carried forward without interruption to the highest, whose recitations would sustain a comparison with those of any class in the City.

It is impossible to indicate the comparative standing of each school while the same text-books are not used throughout. In two of the schools, "Greene's First Lessons in Analysis" is the text-book, while the other five schools use Wells's Grammar. Thus, while in one school the scholars are taught to parse only, in another they learn both to parse and analyze; and it is impossible therefore to judge them by the same standard. Steps should be taken to establish a uniform system of instruction in Grammar throughout the City, and to this subject the subscriber recommends strongly the attention of the School Committee.

All of which is respectfully submitted.

THOMAS R. RODMAN.

### MIXED SCHOOL, MARKET SQUARE.

I am pleased to report favorably of this school for the past year. On the part of the teacher, Mr. Lincoln, there has been the same amount of patience, perseverance, and faithfulness, that we have always found him exercising in this school. The boys, too, have done well. They have made fair progress in their studies. There has been less truancy, a better general average attendance, and a decided improvement in their deportment in the school-room. Although but little is to be expected in this school, there are some

scholars who have not been either absent or tardy during the last term.

So much of good for teacher and scholar. I wish there was one good word that could be said about the house or its location. If any one in the City did not know how miserable both are, it would be worth the while to visit them, to see a striking illustration of the "pursuit of knowledge under *very serious* difficulties." When it is remembered that, by our present school arrangement, the children who are sent here find no place in any other school, being too old to remain longer in the Intermedial, and not far advanced enough in their studies to enter the Grammar Schools, and must be educated here or nowhere,—it is hoped the City will not longer delay in providing a suitable building in a good locality for so important an object. Further, the house, bad as it is, is not half large enough to accommodate the class of scholars who ought to attend here. At present, this City, with all its wealth, does not provide from the public treasury accommodations for the education of all its children. It would seem determined to prove by actual experience the unfortunate paradoxical fact, that leaving a portion of its children uneducated in the public schools, it educates them for future poverty and crime.

CHARLES L. SWASEY, *Chairman of Committee.*

## COUNTRY SCHOOLS.

NORTH SCHOOL.—This school deserves the commendation of the Committee. The teacher possesses in a



marked degree, tact, skill, energy, and decision of character, and the fruits of the faithful exercise of these qualities are apparent in the earnestness, good scholarship, good order, and other elements of excellence which the school exhibits. Such of the scholars as have been regular in their attendance have made rapid progress, and the Committee can but regret that the advantages which so good a school affords are not more fully appreciated, and more generally embraced by the inhabitants of the district. In this, as well as in most of the other schools of this class, irregularity of attendance is the most serious difficulty with which the teacher has to contend, marring, as it does, the effect of her efforts, and causing a large share of her labor to yield comparatively insignificant results.

ACUSHNET SCHOOL.—This school continues in good condition. The proper degree of earnestness and activity necessary to keep up the interest of the scholars in their studies appears to be manifested by the Principal. The order is good, and, what is equally important, seems to be maintained by the use of proper means; and the exercises of the classes have generally shown the instruction to be thorough. The Assistant in this school, who has charge of the smaller scholars, is also discharging her duties in a satisfactory manner.

BELVILLE SCHOOL.—This school is one of the most pleasant and agreeable to visit among those of its class. There is in its aspect that which at once gives assurance to the observer that the school is under effective management, and which gives promise of other qualities, which an examination is sure to verify. It is sufficient to remark further, that the school is conducted in every respect in a manner highly acceptable to the Committee, and that the teacher has, as



she deserves to have, both the love of her scholars and the respect and hearty co-operation of their parents.

PERRY'S NECK SCHOOL. — The language of the report of last year upon this school might, with but little modification, be suitably applied to it at the present time. Though the school has for the greater part of the current year been under the charge of a different Principal, the change of teachers has produced no perceptible improvement. It follows that there is either some defect in the composition of the school or otherwise, which renders all ordinary efforts to elevate it to a proper standard unavailing; or else the Committee have not been fortunate in their selection of teachers for the place. Though a partial apology may be found for the existing state of things in the first view of the matter, we are inclined to believe that the present condition of the school is not to be attributed wholly to this cause.

HASKINS' CORNER SCHOOL. — The former Principal of this school, who so ably discharged her duties as to give entire satisfaction to all parties interested in its prosperity, resigned her position at the close of the Winter term. Her successor, who still occupies the place, has filled it acceptably, though it is no great disparagement to her to say that she does not in all respects fully equal her predecessor. The school continues quite large, but the government is well maintained, and the classes at each examination have been found to be in fair condition.

CANNONVILLE SCHOOL. — The reports upon this school for several years past abundantly prove that its reputation has not been of an enviable description. The present Principal has, however, done much towards redeeming its character since the school was placed

under her charge. Its disorderly elements have been subdued,—the scholars have to some extent been trained to habits of industry,—and the exercises are beginning to be marked with a degree of spirit and vitality. In short, both the appearance and conditon of the school have been changed for the better. The Committee are satisfied, that in both departments of the school the teachers are doing all that the nature of the material which is the subject of their labors renders possible.

POINT SCHOOL.—The results of the last examination have somewhat detracted from the good reputation which this school sustained during the two preceding years. That the teacher possesses all the qualifications necessary for the keeping of a good school, her previous success in the same position fully demonstrates. The Committee therefore confidently trust, that by renewed exertions on her part the former condition of things will speedily be restored.

ALMS HOUSE SCHOOL.—No school in the City has undergone so complete and thorough a change as the one under consideration. In pursuance of the recommendation of the City Council, made with the design of diminishing as far as possible the evils arising from constituting the Alms House the place of confinement for those sentenced under the truant law, the Committee, at the commencement of the term, appointed a male teacher to this position, to the end that the class of persons above alluded to, might have, not only during the regular school hours, but during all the other hours of the day, the constant care and training of one interested in their reformation, as well as in their mental improvement. The individual selected has met the highest expectations entertained of him, and

is admirably adapted to the place. Under his supervision the scholars have made rapid progress in their studies,—the school has become really, as it should be, disciplinary and reformatory in its character,—and the Alms House has been made a much more suitable “institution of instruction” for the offenders in question than it has heretofore been. It is not, however, to be inferred from the above remarks, that the appointment of a male teacher to the school has had the effect to remove all the evils inseparable from the use of the same building in common by two such dissimilar classes of persons as paupers and truants. We hold the same opinion with reference to this point which has been expressed in previous reports,—that a separate building should be provided for the latter.

A. BORDEN, *for the Committee.*

## HIGH SCHOOL.

There have been two vacancies in the corps of teachers in this school during the year, Miss Elizabeth C. Babcock having resigned, for the purpose of taking a more lucrative situation in a school in Roxbury, and Miss Caroline E. Bonney having been obliged to dissolve her connection with the school in consequence of ill health. These teachers had served for several years in their respective positions, and it is sufficient to remark that they had uniformly discharged their duties to the satisfaction of the Committee. These vacancies have both been acceptably filled by the appointment of Misses Sallie W. Fox and Mary J.



Hawes, who commenced their services in the school at the beginning of the Fall term.

At the June examination of candidates, twenty-six scholars presented themselves, all of whom were admitted. At the December examination, there were fifty-five applicants, of whom thirty-six were successful. The school now numbers one hundred and fifty-seven scholars, seventy of whom are boys, and eighty-seven are girls. The general condition of the school will appear from the subjoined reports of the several examiners.

#### GEOMETRY.

At the first semi-annual examination, there were two classes in this branch, both of which were under the instruction of the Principal. At the second examination, there were four classes, of which the Principal and the second female Assistant had the charge of two each. At both examinations, the classes of the Principal gave proof of careful and thorough training. His long experience as a teacher has made him familiar with the subject, and he is consequently able to make numerous suggestions in regard to different modes of proving the several propositions, and the application of the various principles demonstrated, which are well calculated to give the learner clear and intelligent ideas both of the science itself and the uses to which it may be applied. The excellence of his method of teaching this branch is fully evinced by his success. The classes under the Assistant exhibited a good knowledge of the subject as far as they had advanced,



but they had not yet made sufficient progress in their text-book to enable the examiner confidently to judge of her ability as an instructor in this particular branch. No indications of failure were, however, observed.

A. BORDEN, *Examiner.*

### ALGEBRA.

There were three classes in this study at each of the semi-annual examinations, each of the female Assistants having a class. There were good scholars in each of these classes, no class having failed to pass either a good or a fair examination as a whole. But the evident lack of a complete and thorough knowledge of the principles of Arithmetic on the part of some of the scholars in most if not all of the classes, though more particularly in the lower ones, is a serious impediment to their progress. The higher standard of qualification now required for admission to the school will, it is hoped, go far towards removing this evil. The teachers appear to have made the best use of the material which they have had; and the fact that some of the scholars have come to them imperfectly prepared, ought not to detract from the measure of credit to which they are justly entitled.

A. BORDEN, *Examiner.*

### READING, GRAMMAR, AND SPELLING.

The Sub-Committee to whom was referred the examination of the High School in Reading, Spelling

and Grammar, respectfully submit the following report:—

Each of these departments of study required the examination of every pupil in the school; and in consequence of the failure of one of the members of this Committee to participate in the labor of these examinations, they were not as prolonged and minute as they otherwise would have been, still we believe they were sufficiently extended to show the condition of each class in these studies.

The *first* examination was made at the close of the Spring term, and consisted in reading, analysis and parsing, spelling, and questions upon the use of the marks and signs in reading. The *first* and *second* classes are united in reading, under the instruction of the Principal. The text-book used is Milton's "Paradise Lost," which they had not completed. Promiscuous selections were read with good intonation and appropriate expression. The reading of a few, above the average merit of this class, was rendered with fine effect. The analysis was well made, and the parsing was correct, and notwithstanding the difficulties of this author, their exercise showed a thorough understanding of such parts as were examined. With the uses commonly made of the signs and characters in reading, this class showed a familiar acquaintance, as also did the class in Milton. The remaining classes were not thoroughly examined upon the stops and marks, but such questions as were asked received generally correct replies from some one of the class.

The third and fourth classes were united under the teaching of Miss Tobey. They use Cowper's "Task," and had completed the book. We attempt no comparison of the reading of this class with the last, as

the appropriate reading of each must vary, in accordance with the subjects of these authors. The reading was of a pleasant, conversational character, somewhat deficient in force and variety of intonation, yet in a style quite appropriate to the "Task," which, for elocutionary practice, does not furnish so wide and varied a field as Milton's *Paradise Lost*. The exercise in Grammar consisted in parsing and a review of the principles of their Grammar text-books. In construing and parsing they showed an intelligent understanding of Cowper, but upon some difficult points and exceptional rules of Grammar, their replies indicated the propriety of frequent reviews.

The *fifth* class was under the instruction of Miss Bonney. They use Cowper's "Task," and had advanced about half through the book. They read with distinct enunciation; and their exercise in Grammar was creditable.

The seventh and eighth classes read to Miss Babcock. They use the National Reader, and were examined, as they recite, separately. The seventh class had completed the book, which, being compiled of selections from various authors, affords a variety of topics for extensive drill. Selections of prose, poetry, and extracts from speeches, were read with spirit and good modulation. Their examination in Grammar was confined to their Grammar text-book, and was only fair in its character.

The reading of the eighth class was not of that uniform character which marked this exercise in the higher classes. From their recent entrance into the High School, sufficient time has not elapsed to change or materially modify the style of reading which the pupils had acquired in the different Grammar Schools



from whence they came. There were some good readers in this class. For want of time they were not examined in Grammar.

The exercise in Spelling consisted in writing upon slips of paper twenty words dictated by the Committee, all of the pupils writing them at the same time. The work of each pupil was subsequently examined, and the errors and credits upon each sheet, noted and summed to form the aggregate merit of the class, expressed in percentage, which is subjoined in a tabular view, showing the number of pupils in each class and the correct work of each :—

|                |                 |                       |
|----------------|-----------------|-----------------------|
| First class,   | No. present, 11 | Per cent of merit, 86 |
| Second class,  | “ 4             | “ “ 85                |
| Third class,   | “ 11            | “ “ 81.8              |
| Fourth class,  | “ 25            | “ “ 79.2              |
| Fifth class,   | “ 14            | “ “ 78.3              |
| Sixth class,   | “ 11            | “ “ 73.2              |
| Seventh class, | “ 32            | “ “ 66.6              |
| Eighth class,  | “ 14            | “ “ 61.1              |

The above table shows a gradual and appropriate descent of scholarship from the first or graduating class to the lowest. Below is a specimen of the words, which are not of infrequent occurrence, used at this examination :—

|             |           |           |            |
|-------------|-----------|-----------|------------|
| Exhilarate. | Colloquy. | Separate. | Symmetry.  |
| Supersede.  | Salable.  | Osseous.  | Mussulman. |
| Neutral.    |           |           |            |

The *last* examination was made at the close of the Fall term; and, owing to other engagements, I was obliged to confine the exercise to Reading and Spelling. The same course was pursued as at the former examination, with so slightly varying results as to render a description of the performance of each class unnecessary. The classes were united in nearly the same



*order* as at the first examination, although not composed entirely of the same material, in consequence of the promotion or advance of each class once in six months. With two exceptions, they were under the charge of the same teachers. The *third* class during the past term read in Milton, under the charge of the male Assistant. Judging from an analysis and conversation upon some passages contained in the second Book, it appeared that they comprehended the ideas of Milton in what was read. Their exercise was very creditable. The reading of the seventh and eighth classes fell below the standard of those classes at the *first* examination. Their Spelling ranks a little higher. They are under the instruction of a new teacher, Miss Hawes. When proper allowance is made for the effect consequent upon the change of teachers, the result of this examination is favorable, giving assurance of future success to this teacher.

A second examination, similar to the first, was made in Spelling at the close of the Fall term, with the following result:—

|                |                |                              |
|----------------|----------------|------------------------------|
| First class,   | No. present, 4 | Per cent of correct work, 90 |
| Second class,  | “ 15           | “ “ 92                       |
| Third class,   | “ 15           | “ “ 85.4                     |
| Fourth class,  | “ 12           | “ “ 78                       |
| Fifth class,   | “ 6            | “ “ 73.4                     |
| Sixth class,   | “ 22           | “ “ 74.1                     |
| Seventh class, | “ 16           | “ “ 67.2                     |
| Eighth class,  | “ 24           | “ “ 66.3                     |

The following list comprises half of the words used at this examination:—

|           |           |           |                |
|-----------|-----------|-----------|----------------|
| Imagery.  | Plagiary. | Mattress. | Ephemeral.     |
| Pleiades. | Biennial. | Gossamer. | Hieroglyphics. |
| Siege.    | Inveigle. |           |                |

By comparing tables, it will be seen that the last exercise ranks a little above the first in some classes

of the same grade, although there is not that uniform descent of merit in the *last* exercise which characterized the *first* spelling, — the *second* class ranking above the *first*, and the *sixth* above the *fifth* class.

The examinations, in the departments already described, have shown steady progress and a good degree of attainment in the classes in these studies. But, in awarding merited praise for the exertions of the past year, we would encourage the pupils to greater efforts in the attainment of higher excellence in these branches, especially in reading.

Perfection lies in the distance, and can be reached only by well-directed efforts in the *study* and *patient practice* of the elements and principles that help make up a faultless elocution.

All of which is respectfully submitted.

A. L. GLEASON.

#### PHYSICAL GEOGRAPHY.

Two classes, under Miss Fox, in Physical Geography, were examined. The first class appeared quite well, while the recitation of the second class was not as good as could reasonably be expected. Neither of the classes has completed the study.

#### PHYSIOLOGY.

A class, under Mr. Tucker, in this study was examined. The recitation was very creditable. The remarks in relation to this study in the Grammar

Schools do not apply here. The age and appearance of the scholars examined warrant a very strong opinion that this study can be pursued by them with great practical good. Respectfully submitted.

CHARLES L. SWASEY.

### LATIN.

The Committee to whom was assigned the examination of the classes in Latin in the High School, submits the following report:—

During the first term, four classes only pursued the study of Latin: of these, the first was under the charge of Mr. Emerson; the second was taught by Miss Tobey; while the third and fourth classes received the instruction of Mr. Tucker. At the commencement of the Spring term another class was formed, of which Mr. Tucker also took charge. At the beginning of the Summer term, the new system, in which Latin is made one of the required studies, went into effect, since which time all the classes in the school have pursued this branch.

At present there are eight classes in Latin. The first class, of eight scholars, is under the charge of Mr. Emerson,—also the seventh class; the second class, of ten, is under Mr. Tucker's charge,—also the third class, of twelve, and the fourth and fifth classes, reciting in one division and numbering in all seventeen; Miss Tobey teaches the sixth class, of thirty, who recite in two divisions, and the eighth class, of twenty-three scholars.

I have examined all the classes at various times



during the year, and have been pleased at observing both the excellent mode of instruction and the progress made by the respective classes. The rudiments of the language have been especially well taught in the classes under the charge of Miss Tobey. This is an excellent feature in the mode of instruction, since a thorough knowledge of the grammar is the key which unlocks the hidden treasures of the language.

The classes under the charge of Mr. Tucker have exhibited commendable progress, and I remarked with pleasure the readiness of the scholars in tracing the derivations of words of our own language from their Latin origin. I regard this exercise as highly important, proving, as it does, that a knowledge of Latin is of the greatest advantage in enabling the student the better to understand the meaning and structure of his own language.

The first class, in Virgil, under the charge of Mr. Emerson, show that they have not failed to profit well by his excellent instruction.

It is especially gratifying to notice that the Classical Department in the High School has been placed upon an enlarged and improved basis during the past year, and that it is now receiving under the new system a fair degree of that attention which it merits. In this connection, I take pleasure in stating that a class in Greek, consisting of seven scholars, under the instruction of Mr. Tucker, was formed in June last, the pupils in which have already made considerable progress in mastering this difficult language. Several in this class are preparing for college.

I think it highly desirable that an arrangement should be made whereby every class before graduating shall have the benefit of Mr. Emerson's instruction in



the Classical Department; but as the classes are at present arranged, some will graduate without enjoying this privilege, to which they are fairly entitled.

All of which is respectfully submitted.

CHARLES T. BONNEY.

### INTELLECTUAL PHILOSOPHY.

There has been one class engaged in this study, under the immediate care of the Principal. The examination afforded evidence of careful instruction and a good degree of success in awakening interest on the part of the scholars. Their answers to the questions proposed showed a familiar acquaintance with the text-book, and habits of inquiry not limited by it.

This study is often regarded as adapted only to maturer minds and later stages of progress. This I believe is an error, and it is to be regretted that the study is almost excluded from our public schools. While it leads to investigations of truth which illustrate the limitations of man's highest capacities, there are facts and principles easily comprehended and at the same time attractive. The knowledge of these, and the discipline of the learner, are invaluable. Perhaps no study is more fitted to give even young scholars the power and habit of thinking well. I hope that no class will be permitted to pass through our High School without receiving sufficient instruction in this department to give direction to their subsequent reading and study.

T. STOWE.

NEW BEDFORD, Dec. 31, 1858.

At a meeting of the School Committee held this evening, on motion of E. L. Barney, Esq., it was —

*Voted*, That the thanks of this Board be presented to Alanson Borden, Esq, Chairman of this Board, for the faithful and gentlemanly manner that he has presided over the deliberations of this body.

On motion of A. L. Gleason, Esq., it was —

*Voted*, That the above vote be printed, and appended to the Annual Report.

A true copy of the record.

WILLIAM HOWE, *Secretary*.

# MEMBERS OF THE SCHOOL COMMITTEE,

1859.

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WARD 1 — WILLIAM G. E. POPE.

“ “ — WILLIAM F. DURFEE.

“ “ — ASAHIEL COBB.

WARD 2 — EDWIN L. BARNEY.

“ “ — HENRY R. WILCOX.

“ “ — ELIPHALET W. HERVEY.

WARD 3 — TIMOTHY STOWE.

“ “ — SHIPLEY W. BUMPUS.

“ “ — CHARLES L. SWASEY.

WARD 4 — WHEELOCK CRAIG.

“ “ — CHARLES T. BONNEY.

“ “ — GEORGE W. STEARNS.

WARD 5 — THOMAS R. RODMAN.

“ “ — AMASA L. GLEASON.

“ “ — WILLIAM HOWE.

WARD 6 — CHARLES C. SAYER.

“ “ — ISAAC H. COE.

“ “ — FREDERICK A. WASHBURN.

# ORGANIZATION OF THE SCHOOL COMMITTEE,

1859.

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TIMOTHY STOWE, *Chairman.*

WILLIAM HOWE, *Secretary.*

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## STANDING COMMITTEES.

HIGH SCHOOL. — Stowe, Barney, Bonney, Craig, Gleason, Rodman, Pope, Swasey.

GRAMMAR SCHOOLS. — Rodman, Barney, Craig, Gleason, Swasey, Bonney, Durfee.

INTERMEDIAL SCHOOLS. — Stearns, Bumpus, Coe, Hervey, Sayer.

PRIMARY SCHOOLS. — Sayer, Bumpus, Cobb, Stearns, Washburn.

MARKET SQUARE SCHOOL. — Swasey, Howe, Pope.

COUNTRY SCHOOLS. — Wilcox, Cobb, Durfee, Hervey, Washburn.

EXAMINATION OF TEACHERS. — Stowe, Rodman, Barney, Craig, Gleason, Stearns, Bonney, Sayer, Wilcox.

LIBRARY AND TEXT-BOOKS. — Stowe, Barney, Craig, Gleason, Rodman, Bonney, Swasey.

MUSIC. — Gleason, Sayer, Bumpus, Pope, Hervey.

ADMISSIONS. — *North*, Wilcox; *South*, Coe.

SCHOOL-HOUSES. — *North*, Wilcox; *South*, Coe.

ACCOUNTS. — Stowe, Wilcox, Coe.



1860—CITY DOCUMENT—No. 8.

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# REPORT

OF THE BOARD OF

# SCHOOL COMMITTEE

FOR THE

CITY OF NEW BEDFORD,

FOR THE YEAR

1859.

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NEW BEDFORD:

E. ANTHONY, PRINTER TO THE CITY.

1860.



# REPORT.

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The number of Free Public Schools in this city is forty-one. In these there are employed one hundred teachers, and nearly four thousand children are receiving instruction.

A single glance at this statement suggests the surpassing value of the interests intrusted to this Board, and something of the labor required. How fully and how well that labor has been performed, how faithfully those interests have been promoted, it is not for the Committee themselves to judge. That more time on their part could have been wisely devoted, that more attention was greatly needed to meet the wants of our schools, none are more fully aware than they. The more careful and intimate observation attending the discharge of their duties confirms the conviction to which reflection leads, that the superintending care required of them allows no limitation less than their utmost ability. Yet this is utterly inadequate. Far more, doubtless, is done, than is supposed. The rules adopted by the Board require that the Chairman should visit every school at least once each quarter, that the Chairmen of the sub-committees of the various grades, shall visit each school under their care at least twice, and other members of the Board once each term. To say that this amount of labor has been performed, is less than the truth. Some indeed have fallen below the requirement, but others have exceeded it. When to these duties is added the attendance upon meetings of the Board and of sub-committees, examinations of teachers and of candidates for admission to the High School, &c., it will plainly appear, that to expect more time and more labor, from men upon each of whom other duties have a primary claim, would

be wholly unreasonable. These considerations are presented to show the urgency of a renewed appeal to the city government to adopt such measures as will provide for a more adequate visitation of our schools.

Having done so much, yet having so clear conviction of its insufficiency, and satisfied that with the existing arrangements for supervision, the wants of our schools will never be met, the Board would earnestly urge the government to create the office of General Superintendent of Public Instruction.

Let it be remembered that this recommendation is enforced by all the weight of experience of the School Board for several years past. Hardly a man can be found, who has shared in this experience, who will not unhesitatingly and heartily indorse the appeal.

There is probably no other city in our whole country having so large an interest in free public schools as New Bedford, certainly no one in New England, in which such an office does not already exist. It is confidently hoped that during the year we are about to enter, the efficiency of our system of education will be promoted by securing the undivided attention and unhindered zeal of one competent to fill the office proposed.

In the general condition of our schools at the present time, there is but little that need be said here. The Board have adopted no new policy, and have none to propose. More particular statements of their progress, with appropriate suggestions, will be found in the reports of sub-committees, which will be found annexed.

The amount appropriated for the school department, during the current financial year, commencing April 1, 1859, was forty-five thousand dollars. This evinces a liberal spirit and a high appreciation of our system of education. New Bedford ranks the eighth of the cities and towns of Massachusetts, in the amount which is appropriated for each child between the ages of five and fifteen years. In 1858 she held the twelfth place.

This rank, however, does not fairly belong to us in making a comparative estimate of the *liberality* of this and other



towns. One hundred and seven towns in the state pay for the support of public instruction a higher per cent. of their taxable property, than New Bedford.

Nor is the appropriation which has been made adequate to our need. Estimates were made by this Board at the commencement of the year, after a very careful investigation, and with the desire to exceed in no item a wise economy, yet the aggregate was seven thousand dollars more than was received.

It seems but just that certain facts, which in the judgment of the Board rendered a larger grant desirable, should be stated. For several consecutive years they have recommended and petitioned that further and better school accommodations should be provided. These petitions have not been granted. For this reason the buildings now occupied are insufficient, and this evil has been, and is still, increasing. Many of the schools have become excessively crowded. The internal construction of the rooms has in some instances rendered the evil almost disgraceful. On account of defective means of ventilation neither a pure atmosphere nor a proper temperature could be preserved. If the parents of those thus packed together were fully aware of their condition, were even the most indifferent, those who most loudly denounce the extravagant notions of the school committee, subjected to the same evils, no further argument or appeal would be necessary to secure an *effectual* and *immediate* remedy. In several buildings the recitation rooms are exceedingly small. One of these is about six feet wide and eighteen feet long. About thirty scholars are ordinarily seated here. The number is often larger. The room has but one window. When a fire is needed, the children must be seated on both sides of the stove, within two feet of it; and the little red faces, moist with perspiration, looking pitiously up, at the entrance of a visitor, would move the hearts of even those making no professions of philanthropy. In other cases the difficulty of regulating the temperature is hardly less. Several teachers have stated that notwithstanding careful efforts to prevent it, the temperature of their rooms,

with the one window kept open, is often as high as 90 degrees Fahrenheit.

Such evils as these the Board has not been able to prevent or remove. Their extent, it is plain, can be fully estimated only when their consequences are traced beyond the feverish restlessness, or the stupidity and languor, suffered by hundreds during the hours actually spent at school, to their permanent effects in enfeebling both body and mind.

An important step toward the removal of ill-constructed buildings, and a general improvement, has been made during the year, by the erection of a new school-house on Fifth street, corner of Russell street.

This building is of brick, and is two stories high. It measures 87 feet on Fifth street, and 55 feet on Russell street. There are projections both in front and in the rear, measuring 4 feet by 29 feet; that in front being surmounted by a pediment and belfry. Each story is 15 feet in the clear. In the lower, are four school-rooms, each measuring 30 feet by  $25\frac{1}{2}$  feet, and designed to accommodate fifty pupils. In the second story are two rooms of the same dimensions, and also a large room 51 feet long and 30 feet wide, well adapted for exhibitions, or any occasion when it is desired to assemble together all the scholars from the various rooms. It can also at any time, when needed, be divided into two school-rooms. There are two entrances to the building, one in front, the other in the rear, for boys and girls respectively. These open into an entrance hall 22 feet wide, which is furnished with sinks and closets in each story. In the attic story there is a single room, which extends over the entire building, and is designed to be used by the girls, in stormy weather, as a play-room. All the rooms in the building are provided with ample facilities for ventilation by means of air ducts communicating with two large ventilators on the roof. The architecture of the building is plain and wholly unpretending in style.

Contracts have been made for furnishing the building, and it is expected that it will be ready for use as early as September, 1860.

The lot on which it stands contains about 64 rods, and is to be graded, and surrounded with a wrought iron fence.

The cost of the building thus far, is only about \$12,000. It is believed that its erection at this time will afford a high degree of satisfaction in our community, and will secure a rich return for the comparatively small expenditure it will require.

No feature of our city, that meets the eye of a stranger, will be more honorable to us than good school-houses.

At the close of the Summer term, the Market Square School was discontinued. It was established in September, 1851, for the accommodation of "pupils of any age whose continuance in any primary, intermedial or grammar school, should by reason of dullness, disobedience, insubordination, or from any other cause, be deemed prejudicial to the school." During the eight years of its existence, it has uniformly done good service, by relieving other schools, and by its influence in promoting the moral excellence and the intelligence of those gathered in it. During the whole of this period it has been under the instruction of Mr. Nehemiah Lincoln, Jr., who has retained the confidence and high esteem of the Board, and has been transferred to the charge of the Grove Grammar School.

The accommodations provided, however, have been not only inadequate to the interests of the school, but wholly unfit. The building itself was poor, and the rooms incapable of ventilation. To this defect has been plainly attributable the failure of health on the part of several of the teachers. Besides this, its location was exceedingly unfavorable. Each year since the school was commenced, the School Board has brought this matter before the city government, and recommended measures to remove these evils. In 1856 an appropriation was made for a new building, but the purpose was not carried into effect. These facts have led the Board, as a choice of evils, to a unanimous decision, that for the present, the school should be discontinued.

The Evening School for adults has been open during six months of the year, and is still in successful operation. Mr.



John A. Ruggles is principal of the male department, and Mr. George B. Hathaway, principal of the female department. It is believed that the advantages thus afforded to those whose education has been necessarily defective or wholly neglected, are invaluable, and should still be secured to them. The instruction given is chiefly in reading, writing, and the elementary rules of arithmetic.

The following schedule contains the names of all the schools, together with those of the teachers employed in them. The average number belonging to each school during the school year is included, and also the percentage of attendance. It is to be regretted, however, that these figures do not afford a correct view of the comparative attendance. On days of severe storm, some schools have a single session, which in such instances is protracted beyond the usual limits. Others have two sessions as usual. One of the latter class may have as many pupils present as one of the former, in the morning, but in the afternoon not more than one third of that number. In a comparison of schools, therefore, the latter must on this account suffer in this report of percentage.

|                                                                                                                                                                                                                                                        |          | Av. att. | Per ct. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---------|
| HIGH SCHOOL.                                                                                                                                                                                                                                           | { Boys,  | 65.75    | 96.5    |
|                                                                                                                                                                                                                                                        | { Girls, | 86       | 94.25   |
| <div> <div>John F. Emerson, <i>Principal.</i></div> <div> Ivory S. Cornish,<br/> Eliza H. Tobey,<br/> Sallie W. Fox,<br/> Mary J. Hawes, </div> <div> } <i>Assistants.</i> </div> </div>                                                               |          |          |         |
| PARKER STREET GRAMMAR SCHOOL.                                                                                                                                                                                                                          |          | 124.5    | 95.5    |
| <div> Ebenezer Hervey, <i>Principal.</i><br/> Jane M. Gardner, <i>First Assistant.</i><br/> Esther A. Mason, <i>Second Assistant.</i><br/> Jeannette Hunter, <i>Third Assistant.</i> </div>                                                            |          |          |         |
| CHARLES STREET GRAMMAR SCHOOL.                                                                                                                                                                                                                         |          | 117.9    | 96.5    |
| <div> Julia H. Osgood, <i>Principal.</i><br/> Susan B. Cornish, <i>First Assistant.</i><br/> Cordelia A. Morton, <i>Second Assistant.</i> </div>                                                                                                       |          |          |         |
| MIDDLE STREET GRAMMAR SCHOOL.                                                                                                                                                                                                                          |          | 152.75   | 94.75   |
| <div> James S. Barrell, <i>Principal.</i><br/> Abby A. K. Howard, <i>First Assistant.</i><br/> Alvira D. Burdon, <i>Second Assistant.</i><br/> Elizabeth P. Vincent, <i>Third Assistant.</i><br/> Jeannette Howard, <i>Temporary Assistant.</i> </div> |          |          |         |



|                                                  | Av. att. | Per ct. |
|--------------------------------------------------|----------|---------|
| BUSH STREET BOYS' GRAMMAR SCHOOL.                | 88       | 93.25   |
| Sylvander Hutchinson, <i>Principal</i> .         |          |         |
| Mary A. Sanford, <i>First Assistant</i> .        |          |         |
| Betsey B. Winslow, <i>Second Assistant</i> .     |          |         |
| BUSH STREET GIRLS' GRAMMAR SCHOOL.               | 95.25    | 92.5    |
| Hannah B. Robinson, <i>Principal</i> .           |          |         |
| E. Emily Cushman, <i>First Assistant</i> .       |          |         |
| Mary E. Smith, <i>Second Assistant</i> .         |          |         |
| Lydia A. Post, <i>Temporary Assistant</i> .      |          |         |
| GROVE GRAMMAR SCHOOL.                            | 84.25    | 92.75   |
| Nehemiah Lincoln, Jr., <i>Principal</i> .        |          |         |
| Abbie S. Tobey, <i>First Assistant</i> .         |          |         |
| Statira W. Connor, <i>Second Assistant</i> .     |          |         |
| DARTMOUTH STREET GRAMMAR SCHOOL.                 | 24       | 92.5    |
| Caroline E. Bonney, <i>Principal</i> .           |          |         |
| ACUSHNET SCHOOL.                                 | 46.75    | 89.75   |
| William A. Barrell, <i>Principal</i> .           |          |         |
| Hannah Barrell, <i>Assistant</i> .               |          |         |
| HILL INTERMEDIAL SCHOOL.                         | 64       | 91.75   |
| Helen M. Gordon, <i>Principal</i> .              |          |         |
| Ursula C. Gwynneth, <i>Assistant</i> .           |          |         |
| PARKER STREET INTERMEDIAL SCHOOL.                | 70.25    | 93      |
| Annie R. Commerford, <i>Principal</i> .          |          |         |
| Sylvia A. Chace, <i>Assistant</i> .              |          |         |
| MAXFIELD STREET INTERMEDIAL SCHOOL.              | 112.75   | 88.25   |
| Eliza J. D. Shepherd, <i>Principal</i> .         |          |         |
| Martha Hemenway, <i>First Assistant</i> .        |          |         |
| Emeline H. Richardson, <i>Second Assistant</i> . |          |         |
| KEMPTON STREET INTERMEDIAL SCHOOL.               | 112.5    | 91.5    |
| Emma R. Wentworth, <i>Principal</i> .            |          |         |
| Joanna P. Nash, <i>First Assistant</i> .         |          |         |
| Patience E. Allen, <i>Second Assistant</i> .     |          |         |
| CHARLES STREET INTERMEDIAL SCHOOL.               | 84       | 88.5    |
| Clara D. Cory, <i>Principal</i> .                |          |         |
| Eliza C. Lewis, <i>Assistant</i> .               |          |         |
| WILLIAM STREET INTERMEDIAL SCHOOL.               | 118.5    | 89.75   |
| Mary E. Savery, <i>Principal</i> .               |          |         |
| Mary H. Crowell, <i>First Assistant</i> .        |          |         |
| Susan E. Brown, <i>Second Assistant</i> .        |          |         |
| Mary B. Gooding, <i>Temporary Assistant</i> .    |          |         |
| MARKET STREET INTERMEDIAL SCHOOL.                |          |         |
| M. A. Choate, <i>Principal</i> .                 |          |         |
| BUSH STREET INTERMEDIAL SCHOOL.                  | 81       | 91      |
| Mary E. Allen, <i>Principal</i> .                |          |         |
| Maria L. Whitney, <i>Assistant</i> .             |          |         |

|                                                                                                                                          | Av. att. | Per ct. |
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| SIXTH STREET INTERMEDIAL SCHOOL.                                                                                                         | 116.5    | 93.5    |
| Sarah D. Ottiwell, <i>Principal</i> .<br>Charlotte C. Carr, <i>First Assistant</i> .<br>Almena M. Hathaway, <i>Second Assistant</i> .    |          |         |
| GROVE INTERMEDIAL SCHOOL.                                                                                                                | 60.5     | 91.75   |
| Jane C. Thompson, <i>Principal</i> .<br>Cornelia G. Winslow, <i>Assistant</i> .                                                          |          |         |
| DARTMOUTH STREET INTERMEDIAL SCHOOL.                                                                                                     | 39.75    | 92.25   |
| Eliza A. Sisson, <i>Principal</i> .                                                                                                      |          |         |
| HILL PRIMARY SCHOOL.                                                                                                                     | 65.25    | 84.25   |
| Eleanor Commerford, <i>Principal</i> .<br>Kate Commerford, <i>Assistant</i> .                                                            |          |         |
| MERRIMAC STREET PRIMARY SCHOOL.                                                                                                          | 100.5    | 82      |
| Mary C. Tew, <i>Principal</i> .<br>Mira C. Hatch, <i>First Assistant</i> .<br>Drusilla Sears, <i>Second Assistant</i> .                  |          |         |
| PARKER STREET PRIMARY SCHOOL.                                                                                                            | 79       | 87.75   |
| Mary L. Blake, <i>Principal</i> .<br>Abby F. Bryant, <i>Assistant</i> .                                                                  |          |         |
| MAXFIELD STREET PRIMARY SCHOOL.                                                                                                          | 112      | 90      |
| Mary B. White, <i>Principal</i> .<br>Judith S. Macomber, <i>First Assistant</i> .<br>Deborah D. Ruggles.                                 |          |         |
| CEDAR STREET PRIMARY SCHOOL.                                                                                                             | 114      | 91      |
| Hannah S. Macomber, <i>Principal</i> .<br>Annie S. Homer, <i>First Assistant</i> .<br>Ellen S. Kempton, <i>Second Assistant</i> .        |          |         |
| CHARLES STREET PRIMARY SCHOOL.                                                                                                           | 125.25   | 91.25   |
| Patience R. Almy, <i>Principal</i> .<br>Lucinda C. Perry, <i>First Assistant</i> .<br>Henrietta A. R. Kempton, <i>Second Assistant</i> . |          |         |
| WILLIAM STREET PRIMARY SCHOOL.                                                                                                           | 121.75   | 86.25   |
| Sarah H. Hewins, <i>Principal</i> .<br>Jane E. Finkill, <i>First Assistant</i> .<br>Elizabeth H. Simmons, <i>Second Assistant</i> .      |          |         |
| ARNOLD STREET PRIMARY SCHOOL.                                                                                                            |          |         |
| Susan M. Tompkins, <i>Principal</i> .                                                                                                    |          |         |
| BUSH STREET PRIMARY SCHOOL.                                                                                                              | 131      | 90.25   |
| Anna M. Bailey, <i>Principal</i> .<br>Sarah E. Field, <i>First Assistant</i> .<br>Amanda M. Pierce, <i>Second Assistant</i> .            |          |         |
| SIXTH STREET PRIMARY SCHOOL.                                                                                                             | 92.75    | 85.5    |
| Ruth H. Brady, <i>Principal</i> .<br>Sarah H. Cranston, <i>First Assistant</i> .<br>Sarah E. Stoddard, <i>Second Assistant</i> .         |          |         |

|                                                                                                                                                          | Av. att. | Per ct. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|
| GRIFFIN STREET PRIMARY SCHOOL.<br>Cordelia M. Barker, <i>Principal</i> .<br>Alma C. Field, <i>Assistant</i> .                                            | 75.25    | 84.5    |
| DARTMOUTH STREET PRIMARY SCHOOL.<br>Harriet P. Cushman, <i>Principal</i> .<br>Mary A. Post, <i>Assistant</i> .                                           | 73.75    | 88.25   |
| GROVE PRIMARY SCHOOL.<br>Mary J. Chase, <i>Principal</i> .<br>Julia H. Hathaway, <i>Assistant</i> .                                                      | 70.25    | 89.75   |
| NORTH SCHOOL.<br>Mary C. Swasey, <i>Principal</i> .                                                                                                      |          |         |
| BELVILLE SCHOOL.<br>Helen M. Hewins, <i>Principal</i> .                                                                                                  | 24.5     | 90      |
| PERRY'S NECK SCHOOL.<br>Eliza H. Clark, <i>Principal</i> .                                                                                               |          |         |
| HASKINS' CORNER SCHOOL.<br>Narcissa Y. Chase.                                                                                                            | 31.75    | 84.25   |
| CANNONVILLE SCHOOL.<br>Sarah Crane, <i>Principal</i> .<br>Caroline J. Spooner, <i>Assistant</i> .                                                        |          |         |
| CLARK'S POINT SCHOOL.<br>Elizabeth R. Howland, <i>Principal</i> .                                                                                        | 23.5     | 90.5    |
| ALMS-HOUSE SCHOOL.<br>George W. Francis, <i>Principal</i> .                                                                                              | 17.75    | 100     |
| EVENING ADULT SCHOOL.<br>MALE DEPARTMENT.<br>John A. Ruggles, <i>Principal</i> .<br>Emma R. Wentworth, } <i>Assistants</i> .<br>Anna M. Bailey,        } |          |         |
| FEMALE DEPARTMENT.<br>George B. Hathaway, <i>Principal</i> .<br>Patience R. Almy,        } <i>Assistants</i> .<br>Eliza J. D. Shepherd,    }             |          |         |

## PRIMARY SCHOOLS.

During the year the primary schools have been frequently visited, and examinations made of the proficiency of the pupils, the manner and success of the teachers in imparting instruction, and the government and discipline of the schools.

It is not easy to determine the exact degree of proficiency which should be expected in schools of this grade. In schools of higher grade, all the pupils are presumed to have acquired a certain amount of knowledge before entering, and from thenceforth we can predict with much certainty what will be the advancement of the various classes under competent teaching. But in the primary schools there is no common level from which the scholars rise. In some schools, nearly all the scholars, or at least a large number of them, have made considerable progress before entering; in others, nearly all have to acquire a knowledge of their A B C's, in the school room. It is evident that classes in the former can be advanced with much greater ease and rapidity than in the latter. Making due allowance for the difference above alluded to, we think the results of teaching in the different primary schools are as nearly equal as can reasonably be expected.

The methods of imparting instruction, and the success of the teachers, have received a share of our attention.

Our observation upon these points result in the conclusion, that, with few exceptions, we have a corps of teachers employed in our primary schools at the present time, peculiarly well skilled in imparting instruction to those under their charge, and who are meeting with the success their skill would lead us to anticipate.

With pleasure we call attention to the fact, that during the year, very few changes have been made in the teachers employed.

The discipline in these schools is very generally good; in some, excellent. We believe the government in most of



them is mild, yet we wish that ere long, the remark now true in regard to some, that in them corporal punishment is virtually abolished, might be applicable to all.

The poor accommodations provided for some of these schools has attracted our attention, and is worthy the consideration of the Board. The Assistants' rooms in the Charles Street and Bush Street schools, are examples of the evils to which we allude; evils which we trust speedy measures will be taken to reform.

#### HILL SCHOOL.

Nothing but an urgent necessity would have induced us to deprive this school of the valuable and efficient services of Miss Mary C. Tew, its former Principal. Under Miss Eleanor Commerford the school does not exhibit the excellence either of tuition or discipline which characterized it while under the charge of Miss Tew; yet we trust, from the improvement made during the last term, that with more experience in the management of the school, it will, during the year to come, regain its former high standing.

#### MERRIMAC STREET.

Change seems to have been written upon this school from its commencement. Within the two and one-half years since its establishment, four different Principals and five different Assistants have been employed in it. Although, as stated in previous reports, the school has at times promised well, it has never been what we have desired. Under the management of Miss Mary C. Tew, who was appointed Principal at the commencement of the Summer term, much improvement has been made; but very much remains to be done to place it in the condition it should be. At no time have we considered the school so well provided with teachers as at present, but they have not labored together sufficiently long to show the full effect of their united labors.

The two primary schools above named are the only ones in which important changes have been made during the year.

In the remaining schools there are no peculiarities demanding special notice. They are all *good schools*: a

description of one, would, in most respects, be a description of all.

A new primary school was established on Arnold street, at the commencement of the Winter term, of which Miss Susan M. Tompkins has been appointed Principal. From her long experience and the success which has hitherto attended her labors, we have strong confidence that she is well qualified for that position.

Miss Annie H. Sanford, the late Principal of the Griffin Street School, having resigned at the close of the Fall term, Miss Cordelia Barker, who has had much experience in the same school as an Assistant, has been appointed Principal.

In conclusion we report, that the school year just closed has been a prosperous one. We have retained the service of long-tried, faithful, and successful teachers, and have secured the services of others, whose success during the period they have been employed, promises well for the future.

In behalf of the Primary Committee.

CHARLES C. SAYER.

## INTERMEDIAL SCHOOLS.

Your committee are happy to say that all the schools of this grade have made satisfactory improvement, both in discipline and in scholarship. It will be borne in mind that it is in this grade of schools the pupils may almost be said to commence the *labor* of education. Habits of thoughtful study, of patient investigation, of rational progress and mental discipline have almost their first development under the hand of our Intermedial teachers. In the nature of things, a vast amount of real, self-denying labor is demanded at their hands.

Talents of a rare order, and executive ability of a peculiar character, are necessary to success. The patience, sympathy, goodness and energy, essential to a qualified teacher, are not the growth of a day, neither can these high qualifications be attained but by an earnest, thoughtful and conscientious preparation. We are happy to place our present teachers in this category.

Their success has been achieved in the face of crowded school-rooms and parental indifference. This success has, doubtless, been owing, in part at least, to the few changes made in the board of Instructors. Miss Sophia E. Haffords resigned her place in the Sixth Street school, and Miss Almena M. Hathaway was transferred from the Acushnet school to fill the vacancy. Miss Helen H. Kelley resigned her situation in the Kempton Street Intermedial, and Miss Patience E. Allen was transferred from the Grove Intermedial to fill the vacancy, and Mrs. Cornelia G. Winslow took Miss Allen's place at the Grove. Miss Mary H. Crowell has been granted leave of absence from the William Street school for two terms, on account of ill health, and her place has been supplied by Miss Mary B. Gooding. These changes, however, have caused no permanent detriment to the schools.

Special attention has been paid to writing, and a marked improvement observed both in the neatness of the books

and in mechanical execution. In geography the classes stand well, and do credit to their instructors.

In reading and spelling, nearly all have done well, while in some of the schools there has been attained a commendable excellence. In both written and mental arithmetic, some classes fell behind others, but on the whole, the examinations receive the unanimous approval of your Committee.

The accompanying table shows the condition of the last graduating class to the grammar schools; 4 being the standard of rank, and also the number sent to the grammar schools from them the past year.

| SCHOOLS.           | No. sent to G. S. | Spelling.      | Reading.       | Geography.     | M. Arithmetic. | W. Arithmetic. | Writing.       | Average.         |
|--------------------|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| Bush street,       | 17                | 3              | 3              | $3\frac{1}{4}$ | 4              | 3              | 3              | $3\frac{5}{24}$  |
| Charles street,    | 18                | 4              | $3\frac{1}{2}$ | $3\frac{1}{4}$ | 4              | $3\frac{1}{2}$ | 3              | $3\frac{13}{24}$ |
| Dartmouth street,* | 32                | 3              | 3              | 3              | $3\frac{1}{2}$ | 3              | 3              | $3\frac{2}{24}$  |
| Grove,             | 18                | $2\frac{3}{4}$ | 3              | 3              | 3              | $3\frac{1}{2}$ | $2\frac{3}{4}$ | 3                |
| Hill,              | 23                | $3\frac{1}{2}$ | $3\frac{1}{2}$ | 3              | 4              | $3\frac{1}{2}$ | $3\frac{1}{2}$ | $3\frac{12}{24}$ |
| Kempton street,    | 27                | $2\frac{3}{4}$ | 3              | 3              | 4              | 3              | 3              | $3\frac{3}{24}$  |
| Maxfield street,   | 40                | 4              | 3              | $3\frac{1}{4}$ | $3\frac{1}{2}$ | 3              | 3              | $3\frac{7}{24}$  |
| Parker street,     | 38                | 3              | 3              | 3              | 3              | 3              | 3              | 3                |
| Sixth street,      | 35                | 3              | $3\frac{3}{4}$ | 3              | $3\frac{1}{2}$ | 3              | 3              | $3\frac{5}{24}$  |
| William street,    | 35                | $3\frac{1}{2}$ | 3              | $3\frac{1}{4}$ | 4              | $3\frac{1}{2}$ | 3              | $3\frac{9}{24}$  |

Respectfully submitted.

G. W. STEARNS, M. D., *Chairman.*

\* Sent out three classes.



## GRAMMAR SCHOOLS.

The Committee on Grammar Schools, in presenting their report for the year just ended, would premise by stating that at its commencement, in conformity with the usage that had heretofore obtained in their body, the different studies were each assigned to the different members, whose duty it thus became, each in the department assigned to him, to examine the classes from time to time, and finally to report their progress and standing.

In this distribution of studies, algebra was given to Mr. Barney, geography to Mr. Bonney, moral science to Mr. Craig, arithmetic to Mr. Durfee, grammar to Mr. Gleason, history to Dr. Swasey, and reading and spelling to Mr. Rodman; and the special reports of the committee, so far as furnished, are herewith presented. Before proceeding, however, to their consideration, it may be well to take a brief but comprehensive view of the grammar schools, to note the general or partial changes that have occurred, to indicate the spirit which prevails, to determine whether on the whole our schools have gained or lost, and to offer such practical suggestions as have been furnished by our observation and experience during the past year.

In all our grammar schools, except the Parker Street School, whose character the experienced Principal and his efficient Assistants have well maintained, and with a gratifying freedom from the disturbances which in times past wrought so much injury to school and scholars, we have changes to note either in Principals' or Assistants' places.

Mr. I. S. Cornish, who had long and acceptably filled the place of Principal in the Grove School, was removed at the commencement of the Fall term, to another station, and Mr. Nehemiah Lincoln, late Principal of the Market Square School was appointed his successor. This change was accomplished without any of the disagreeable occurrences that are wont to mark a transfer of authority, a fact creditable to both

these gentlemen, and the school preserves its good reputation for order and discipline. It was a fortunate circumstance that the Board thus had it in their power to replace one tried and approved teacher, by another whose capabilities had also been ascertained, although in a somewhat different sphere of action, and thus enable the machinery of the school, though directed by different hands, to move on without break or jar.

In the Dartmouth Street Grammar School, Mrs. Ann Bonney Otheman resigned her post as Principal at the close of the Spring term, and was succeeded by Miss Caroline E. Bonney, under whose administration the school maintains its character unimpaired. The number of scholars is small, but their cheerful, tidy appearance, and the evidence of that prime necessity in all children's schools, sympathy between them and their teacher, always make the visits of the committee agreeable.

The Bush Street Girls' Grammar School was deprived at the close of the Summer term of the valuable services of its Principal, Miss Hannah B. Robinson, who was compelled by failing health, to ask a temporary respite from her labors. Your committee, to whom the subject was referred, "with power," granted her leave of absence for the following term, which was subsequently extended another term, and on their recommendation, the Board promoted temporarily, Miss E. E. Cushman, first Assistant, to the Principalship, Miss Mary E. Smith, second Assistant, to the place of first Assistant, and appointed, temporarily, Miss Lydia A. Post, second Assistant. It is much to the credit of this school, that these changes were accomplished without any disturbance. The teachers have maintained order and discipline, kindly relations with the scholars, and have co-operated thoroughly one with another. So harmonious is the working of the system in all its parts, that the school appears as one directed by long established teachers, and not by those who have, each, but recently entered upon their several spheres of duty.

In the Bush Street Boys' Grammar School, at the close of the Spring term, Miss Mary B. Randall resigned her situation

as second Assistant, and Miss Betsey B. Winslow was appointed in her place. Your committee notice with pleasure the improvement in this school, and believe that, in the manifestations of an awakened zeal and of a spirit of cheerful obedience to authority, they have the best guarantee of its future success. Especially can they praise the appearance of the second Assistant's room, where the change most needed is most decided.

In the Middle Street Grammar School, at the close of the Fall term, Miss Alvira D. Burdon, second Assistant, resigned her situation in consequence of impaired health. Miss Elizabeth P. Vincent, formerly third Assistant, was appointed second Assistant, and was succeeded in third Assistant's place by Miss Jane E. Howard. In Miss Burdon, the service has lost a most faithful and efficient teacher, and though it is not easy to supply the place of one possessed not merely of the requisite knowledge, but also of the ability to impart it, your committee believe that this school, as at present organized, will be found able to maintain its high character.

At the commencement of the school year, Miss Julia H. Osgood was appointed to the Principalship of the Charles Street Grammar School, vacated by the resignation of Miss Burr, whose zeal and energy had placed it in a very flourishing condition. In a school of this size, and one not always characterized by a spirit of obedience, the transfer of authority from the old to the new Principal, was a delicate experiment. Your committee, however, can commend highly the action of Miss Osgood. At the first, indeed, some instances of insubordination occurred, but as they were promptly met, the unruly spirit was laid, the school regained its order and discipline, and your Committee believe their selection of a Principal has been fully justified by its results.

In completing this brief survey of our schools, your committee believe that much can be honestly said in praise of schools and teachers. Among scholars we witness a desire for improvement, and in the main, a willingness to submit to the wholesome restraints of the school-room. We have a



corps of teachers conscientiously alive to the importance of their duties, and laboring with wise energy, generally, to discharge them; and in summing up the year's work, we can affirm that our schools have gained and not lost in our hands.

The Board should bear in mind in this connection, that our male Grammar Schools have had in the latter part of the year, increased labor and responsibility thrown upon them in consequence of the distribution among them of the scholars of the Market Square School, upon its abandonment. Especially does this remark apply to the Middle Street Grammar School, which had at one time more than half of the whole number of these scholars, put under its charge. Yet our teachers have borne cheerfully this additional load and have maintained order and discipline, notwithstanding these disturbing causes.

A word may here be permitted in reference to the duties of the community at large, of parents and guardians, to our schools, and we may state, as self-evident propositions, that the most faithful of teachers, supported by the most energetic of committees, may utterly fail in imparting instruction and in enforcing discipline, if there is an unwillingness to receive the one and conform to the other. The moral engine which is to raise our schools to their highest perfection, is the thorough co-operation of parents and guardians with teachers. Our age is not sufficiently awakened to the truth of this, although we have discarded the old notion of a necessary antagonism between teachers and scholars. We do not yet fully recognize the true mission of the teacher and his beneficent agency in diffusing the light of knowledge and civilization; and therefore we do not feel, in its full extent, the obligation which rests upon us, to support him in his place and authority to the utmost of our power. Too often do parents consider their whole duty done when they have sent their children to school. The truth is, their duty has only begun. Since the process of education ends only with life, and since, though begun and founded in the school-room, it is constantly influenced and determined by the various circumstances among which our life is passed,



parents owe it to their children to assist and encourage them in their progress, to remove all obstacles from their path, and to direct them so far as possible, to the right. And since they owe this constant care and encouragement to their children, they owe them this also, that they should strengthen the hands and encourage the efforts of the teacher, that thereby his usefulness may be increased and his teachings become more fruitful in good.

In all our schools we find scholars who have sufficient incentives to industry and good conduct in a sense of duty, in ambition, or the love of approbation, and others again, indifferent to these motives and characterized in a greater or less degree by indolence, apathy, or impatience of proper restraint.

In respect to all, but especially to the latter class, do teachers need the moral support of parents and guardians, since in their case we cannot hope for success, except from a combination of all the influences which can be brought to bear upon them. The mischievous results of an expressed or implied indifference on the part of parents, are seen everywhere upon scholar and teacher alike. Good counsels are weakened, and bad habits are strengthened where indolence and insubordination meet with no rebuke, and industry and good conduct with no encouragement outside of the school-room walls. The studious and tractable suffer *directly* from the disturbance of order, and indirectly from the bad examples placed before them — while the indolent become more indolent, and the turbulent more turbulent. The teacher's efforts are paralyzed, to a certain extent, by the presence of these disturbing elements, for every moment of time and every grain of energy expended in the contest with indolence and insubordination are taken from the time and energy which he should give to the instruction and improvement of those desirous of learning.

In place of fulfilling his true function as instructor, he becomes to a degree, a mere policeman, and just so far as his time and efforts are given to preserving order only, just so far will his school suffer in the matter of gaining

knowledge, the great end to which discipline and order are for the most part only means.

All of which is respectfully submitted.

THOMAS R. RODMAN,

*Chairman Committee on Grammar Schools.*

### READING AND SPELLING.

The examiner in these departments is not able to give any very definite report upon the progress made in our Grammar Schools in these branches. It was his intention to have submitted the schools, at the close of the Fall term, to as close an examination as circumstances would have permitted, but certain causes prevented the accomplishment of this purpose and he can only give such observations as general but disconnected examinations, made at different times throughout the year, have suggested.

In our schools generally, the pupils are well grounded in the preliminary steps towards becoming good readers. They are taught to pronounce correctly, to articulate distinctly, and to observe the punctuation marks. It is too much to expect of young children that they should read with *correct expression*, for to do this it is necessary that they should have a correct comprehension of all the author's shades of meaning, which we cannot reasonably expect.

It is the tendency of the scholars in our grammar schools, generally, to speak rapidly, and for this reason they are liable, unless constantly reminded, to acquire a slovenly enunciation. Too much care cannot be expended in teaching them to articulate fully and distinctly every word. With correct articulation and pronunciation, the foundation is laid for becoming good readers, and persevering effort will complete the superstructure.

All of which is respectfully submitted.

THOMAS R. RODMAN.

## GRAMMAR.

The Grammar Schools have been examined in grammar twice during the year. At the first examination, one class in each of the different rooms was examined in the principles of the text-book. The exercises of the first classes were extended to parsing from their reading lessons. Three different grammars are in use, so unlike in their methods of treating this subject, that a just comparison of the attainments of the classes in the different schools cannot be made without an extended explanation. We, therefore, attempt no comparison, but in a few remarks give our impressions of the general condition of the classes.

To insure successful progress in the study of the English language, the definitions and rules of English Grammar must be thoroughly committed to memory. With few exceptions, the classes as far as they had advanced, had accomplished this and appeared well at this examination. Too much care cannot be exercised in thoroughly drilling beginners in grammar, in the words of the text. Accuracy of statement is thereby acquired, which is highly conducive to their future progress. A few examples at each recitation, in the formation and analysis of sentences, either written or spoken, will enable scholars to understand the principles contained in each new lesson, and will serve to make grammar an interesting, thought-stirring exercise, instead of a dry, repulsive study.

At the second examination, three classes in each school were examined by questions printed upon sheets, with appropriate spaces for their written answers, and sufficient time was given them for the completion of these exercises.

The classes were the first and second, taught by the Principal, and the third class, taught by the first Assistant. Two sets of questions were used, adapted respectively to Wells' Grammar and to Greene's First Lessons.

The Assistant's class was excused from all the requirements after the 13th, in each printed list.

A third set of questions adapted to "Tower's Elements," was used in the examination of the classes of the second Assistants using this text-book. These questions were given



orally and the answers written on slates, which were examined and the results noted at the time.

The following questions and requirements were used for the classes studying "Wells' Grammar," viz.:

1. What is English Grammar?
2. What is a noun?
3. What is a verb?
4. What is a sentence?
5. Write a sentence containing a common and a proper noun.
6. Write a sentence containing a proper noun of the feminine gender and possessive case.
7. Write a sentence containing a personal pronoun in the masculine gender and nominative case.
8. Write a sentence containing the objective case of the relative pronoun "who."
9. Write a sentence containing an adjective in the comparative degree.
10. Write a sentence using "an" properly.
11. Write a sentence containing an intransitive verb, modified by an adverb.
12. Write a sentence containing a transitive verb in the infinitive mode, present tense.
13. Write a sentence using the verb "to lie" (to recline,) in the indicative mode, present perfect tense.
14. Write a sentence containing two common nouns, an adjective, a conjunction, and a verb in the subjunctive mode.
15. What is analysis in grammar?

Punctuate, if necessary, the following sentences: "True politeness is modest unpretending and generous." "Let us send light and joy if we can to every one around us." "Benefits should be long and gratefully remembered."

To adapt the above list to the classes using "Greene's First Lessons," the following changes were made: For the 5th, 6th, 10th, 11th, 13th and 15th, the following questions and examples were substituted, viz.:

5. Write a sentence containing a proper noun and a predicate adjective.



6. Write a sentence limiting the subject by a complex adjective element.

10. Write a sentence limiting the predicate by an adverbial phrase.

11. Write a sentence containing a transitive verb in the infinitive mode and present tense.

13. Write a sentence using the infinitive "to sing" as an objective element.

15. Write a sentence containing a compound subject and complex predicate.

The following table shows the result of the last examination in percentage of correct work:

## PARKER STREET SCHOOL.

|                                                                    |   |   |   |   |   |   |    |
|--------------------------------------------------------------------|---|---|---|---|---|---|----|
| Principal's first class                                            | - | - | - | - | - | - | 75 |
| Principal's second class                                           | - | - | - | - | - | - | 76 |
| First Assistant's class                                            | - | - | - | - | - | - | 64 |
| Second Assistant's class                                           | - | - | - | - | - | - | 89 |
| Third Assistant has a class just commencing grammar, not examined. |   |   |   |   |   |   |    |

## MIDDLE STREET SCHOOL.

|                                          |   |   |   |   |   |   |    |
|------------------------------------------|---|---|---|---|---|---|----|
| Principal's first class -                | - | - | - | - | - | - | 83 |
| Principal's second class -               | - | - | - | - | - | - | 76 |
| First Assistant's first class -          | - | - | - | - | - | - | 69 |
| Second Assistant's first class -         | - | - | - | - | - | - | 45 |
| Third Assistant has no class in grammar. |   |   |   |   |   |   |    |

CHARLES STREET SCHOOL.

|                                 |   |   |   |   |   |   |    |
|---------------------------------|---|---|---|---|---|---|----|
| Principal's first class -       | - | - | - | - | - | - | 81 |
| Principal's second class -      | - | - | - | - | - | - | 75 |
| First Assistant's first class - | - | - | - | - | - | - | 65 |
| Second Assistant's first class  | - | - | - | - | - | - | 50 |

BUSH STREET BOYS' SCHOOL.

|                                           |   |   |   |   |   |   |    |
|-------------------------------------------|---|---|---|---|---|---|----|
| Principal's first class                   | - | - | - | - | - | - | 83 |
| Principal's second class,                 | - | - | - | - | - | - | 65 |
| First Assistant's first class             | - | - | - | - | - | - | 33 |
| Second Assistant has no class in grammar. |   |   |   |   |   |   |    |

BUSH STREET GIRLS' SCHOOL.

|                                 |   |   |   |   |   |    |
|---------------------------------|---|---|---|---|---|----|
| Principal's first class -       | - | - | - | - | - | 82 |
| Principal's second class,       | - | - | - | - | - | 79 |
| First Assistant's first class - | - | - | - | - | - | 89 |
| Second Assistant's first class  | - | - | - | - | - | 38 |

GROVE GRAMMAR SCHOOL.

|                                           |   |   |   |   |   |   |    |
|-------------------------------------------|---|---|---|---|---|---|----|
| Principal's first class -                 | - | - | - | - | - | - | 74 |
| Principal's second class                  | - | - | - | - | - | - | 63 |
| First Assistant's first class -           | - | - | - | - | - | - | 59 |
| Second Assistant has no class in grammar. |   |   |   |   |   |   |    |

DARTMOUTH STREET SCHOOL.

|                                    |    |
|------------------------------------|----|
| Principal's first class - - - - -  | 64 |
| Principal's second class - - - - - | 44 |

In comparing the results of this examination, it should be borne in mind that the following classes use "Wells' Grammar," viz., all the classes in the Grove and Dartmouth Street Schools, the Principal's and First Assistant's in the Parker Street, and the Principals' classes in Middle Street and Bush Street Boys' School; that the following classes use "Greene's First Lessons," viz., all the classes in the Charles Street, and the Principal's and first Assistant's in the Bush Street Girls' School; and that the remaining classes use "Tower's Elements."

The result of the examination of the first Assistant's class in Bush Street Boys' School, will not appear so unfavorable when the fact is made known that for the sake of subjecting to the same test, the first three classes throughout the schools, this class was examined by questions adapted to Wells' Grammar, when it had used no other text-book than Tower's Elements.

In justice to the Grove, Parker Street and Charles Street Grammar Schools, it should be furthermore stated, that these three classes were examined on a stormy morning when the attendance of each school was considerably diminished. It is probable that with fuller numbers, a more favorable result would have been shown; it is certain that a more accurate test of the scholarship of these schools would have been obtained.

This examination differed from the ordinary exercises of an examination, in confining the pupils to the writing of sentences. The questions and requirements were few and simple, yet, to fulfil their conditions, required the exercise of thought and discrimination. A knowledge of the principles of grammar is shown in the correct use of language. From the nature of the questions, it may be thought that a higher percentage ought to have been obtained, but, when it is considered that a majority of the classes use a grammar

which gives little prominence to such exercises, the result is favorable and satisfactory.

The present arrangement for teaching grammar is unfavorable to the progress of the schools in this study, and the interest of the scholars require a change herein. One system of grammar and one method of teaching should be adopted in all of the schools. It would insure greater proficiency in this study, and save parents the needless expense occasioned by their children's changing from one grammar to another.

All which is respectfully submitted.

A. L. GLEASON.

#### GEOGRAPHY.

Upon the undersigned was imposed the duty of examining the several classes in geography in the Grammar Schools, for the year just completed. This duty was performed at the close of the second and fourth terms with respect to most of the classes in the various schools. The examinations were generally satisfactory, and indicated commendable attainment in this branch of study.

Your committee is of the opinion that too much reliance is placed on the text-book, in teaching this branch of knowledge. It is made a matter of mere memory with many pupils, the scholars often reciting the names of countries, states, rivers and lakes with as much rapidity as they would repeat the multiplication table, without any idea of the important principles to be derived from the lesson.

A pupil who can name all the towns of a county, or the rivers of a country, but cannot bound the town or city in which he lives, or name the cities of his own State, or give any account of its productive industry, must have vague notions of geography; and though full of words, may be devoid of ideas. Scholars are often heard reciting with great fluency, the names of the divisions of Asia, or the lakes of America, and if naming them with tolerable accuracy, are esteemed bright, intelligent pupils. Would it not be

better evidence of their intelligence, if in place of such recitations, they could sketch a map of their own country, give a true idea of its physical features, its products, and its social and political condition as compared with other countries of the globe?

Then, again, the study of geography often stops just at the point where its most valuable fruits are obtained; it consists too frequently of committing to memory a vast amount of statistics about boundaries, population, divisions of countries, matters ever changing, and of facts in regard to the physical features of the earth, without ever investigating the reasons of the phenomena, or thinking, for instance, why rivers rise in mountains; why they take a winding course; why cities are built on one side of the river and not on another, or why on the sea-coast; why certain products are obtained in one state and not in another; or why some states are adapted for slave labor, while in others it cannot be made profitable. Inquiries such as these would bring into active exercise the reasoning and reflective faculties of the scholars, and afford the best mental discipline.

Your committee observed with pleasure, that in many of the schools the pupils were well instructed in tracing coast lines on the maps, and in making voyages from one country to another, naming all the bodies of water passed through in the course of each voyage. Such lessons are exceedingly valuable exercises, and it is recommended that they be adopted in all the Grammar Schools.

CHARLES T. BONNEY.

#### U. S. HISTORY.

Your committee has again imperfectly discharged the duty assigned him, in examining the classes in U. S. History in the Grammar Schools in the city, and reports as follows: All the classes, some eighteen or nineteen in number, were examined at the close of the year, with the exception of two. Want of time prevented the examination of these, as well



as a more thorough examination of all the classes through the year. The examination was conducted very much as last year, when an account of the comparative standing of each class was taken and presented to the Board. Not having kept minutes during the examination of the classes, I have no comparative report of the standing of the scholars to make; but wish to say that the examination was quite as thorough as last year, with a general result as favorable as then. Generally, the classes appeared very well. I have not been able to see a difference in teaching so great as to call forth any remarks of censure for neglect on the part of any teacher, and yet think I may say that I am satisfied that this study is not managed as well as it might and should be, in any one of our schools. Complaints are made by teachers and scholars that "History is a hard study," and complaints against certain text-books are heard, because they contain "too much." If these complaints are just, I confess that I am very unfortunate in my appreciation of this study. History may be made hard, and any text-book may contain "too much," if it is made an exercise of the memory alone. If dates and facts alone are to be crowded into the child's head, somewhat as are the blocks in a Chinese puzzle box, and the great moral lessons of humanity, the true philosophy of history, are lost sight of, then may it be considered a hard and profitless study. Leave minute details alone. They are for the more thorough and finished education of riper years. Some things, I grant, are to be remembered, the dates of great events, with the names of the great men connected with them. These should be looked upon as land-marks and beacons, on the ways of the past, showing the condition and progress of society. They should be considered as causes producing their results upon the social condition of the people at the time, or long years after, either for good or ill. The practical good of this study comes to the scholar, in his learning the social condition of a people, when this or that event occurred; in his learning well the virtues by which men and nations have grown in power and greatness, and the vices and follies by which they have sunk

in ruin. Let all the facts of history, the discoveries, the settlements, the colonizations, the wars, the establishment of governments with their policy and character, be looked upon, not as accidents and chance occurrences, but as events brought about by the direct agency of man, for his benefit or injury. Let it be remembered that the scholar has not learned all of history, if in his fluent ability he repeats every event of the Revolution from the first quarrel about the tax on tea, till the last soldier was buried at Yorktown, if he forgets the principle involved in this struggle, and the rich boon, its results. Let him remember well the sufferings of the patriots of that day, and repay some small portion of his indebtedness to them by emulating their virtues. Let him learn to love his country, by learning well *what* his country is; to protect its government because it protects him. He is now a child. He will soon be a man and a part of the government of his country. He is not even now too young to learn, that our government is not some gigantic human machine that lives and moves only in Washington; and lives and moves there only when all of its parts assemble once a year to make laws, sometimes harmoniously, often with disgraceful discord. Let him learn this important fact that he is soon to be a part of the government of his country, for such is every citizen, exerting an influence either for good or ill, as he is a good or bad man. When he shall have learned history in this wise, it will be a pleasant and profitable study, and he will have realized, what is desirable in all studies, its practical good.

I do not wish to be understood in making these remarks, as implying a censure on the part of the teachers for a neglect of teaching history in a profitable manner; but simply suggest that much more might be done than now is, with profit to the scholar.

Respectfully submitted.

CHAS. L. SWASEY.

## COUNTRY SCHOOLS.

The Committee on Country Schools, in presenting their report for the year now about to close, wishing to be concise, yet discriminating, in the expression of their judgment upon the several schools embraced under this head, would say, that while there is room for improvement in many things pertaining both to government and instruction, there is also much to commend, and in some cases a full meed of praise cannot be justly withheld.

The Cannonville School, under the Principalship of Miss Sarah Crane, is fully sustaining the position to which it had attained during the administration of her predecessor, Miss Hannah E. Peirce. Although the system of admissions by certificate from the committee does not extend to this school, still a marked improvement has been made in the regularity of attendance, the effects of which have been shown in a greater uniformity in the appearance of the several classes at their examination.

No scale of percentage of correct work having been established here, the committee are not able to indicate thereby the performance of the pupils, but they can nevertheless affirm the standing of the school to be good, and its future success not problematical.

The number of pupils in the primary department, under the charge of Miss Carrie J. Spooner, has been unusually large, and their progress commendable. Both branches of the school have worked harmoniously together.

The Haskins' Corner school maintains its former reputation in respect to both the numbers and good attendance of its scholars, and enjoys as heretofore, the hearty co-operation of their parents and guardians.

The resignation of Miss Sarah W. Macomber, the former Principal, at the commencement of the Fall term, and the appointment in her stead of Miss Narcissa Y. Chase, has produced no marked change in the general appearance of



the school. The services of so excellent a teacher as Miss Macomber, cannot be dispensed with by any school of this class, without detriment to its members, either in discipline or instruction, unless the committee are as fortunate in their choice of a successor as they deem themselves to have been in this case. This school has three grades of scholars, and while the Primary department has not been neglected, the higher classes gave evidence of thorough training. At the late examination of candidates for admission to the High School, some of the members appeared very well.

The Perry's Neck School has not in all respects fully met the wishes of the committee. The number of the scholars has been limited, and their irregular attendance has resulted as in all similar cases, in an unsatisfactory examination. The higher classes, judging from the performance of their exercises in reading, spelling, arithmetic and geography, appear to have been correctly instructed, while the younger members of the school made a much less favorable impression upon the committee.

As the present Principal, Miss Eliza H. Clarke, has but recently entered upon her duties, the committee cannot express a reliable opinion as to her qualification for her office. They can but wish her success, however, while they endeavor to afford her all the assistance in their power to raise this school to the standard of those of its class, and to establish it upon a firm basis.

In referring to the Belville school, the Committee are desirous of giving to all their just due. The resignation of the former principal, Miss Clara J. Cate, at the close of the Summer term, created a vacancy in our corps of teachers not easily to be filled.

Through her efforts the school had attained to a degree of excellence not surpassed by any of its grade either within or without the city, and the appointment of a successor to one whose labors had been so highly successful thus became an arduous duty.

The present principal, Miss Helen M. Hewins, is conducting the school to the best of her ability; and though it may



at present fall below its former standard, still it is believed that in the establishment of a better acquaintance between teacher and parents and pupils, a decided improvement will be perceived.

The North school has also experienced a change of Principals. On the resignation of Miss Katharine H. Brady, near the close of the Spring term, Miss Mary C. Swasey was appointed as Principal. This school, like others of its grade, where many of the pupils reside at a distance of one to two miles from the school-house, has a small and somewhat irregular attendance. Still, during the Summer and Fall terms, the progress and deportment of the pupils were satisfactory. Recently, several scholars of more advanced years have been admitted, whose general conduct has been injurious in its influences upon the pupils, and annoying to the Principal. But as the Board, in view of these facts, has adopted a plan of action to meet the occasion, it is to be hoped that the evil will be removed, and the object for which the school is established, will be accomplished.

The Acushnet School, under the Principalship of Mr. William A. Barrell, is enjoying a degree of prosperity unsurpassed in its past history. The number and character of those attending, the proficiency of many of the scholars in the different branches taught, as exhibited at their examination at the close of the Fall term, the strong desire shown by the teachers to accomplish the greatest amount of good, and the manifestation of interest, good feeling and sympathy on the part of the community at large, amply repay the committee for all their labors. This school is composed of three grades, the primary department being taught by Mrs. Hannah Barrell, under whose instruction a commendable progress has been made.

In the School at Clark's Point the pupils are generally very young. They have not, of course, advanced far in their various studies, but are doing well. The school is quiet and its general aspect cheerful. Miss Howland deserves much commendation from us, and the confidence of those whose children enjoy her instruction and discipline.

Of the Alms-House School, I have but a word to say. Mr. Francis, in his patient and untiring efforts to develop the intelligence of those under his care, and still more to surround them with influences to restrain from vice and win them to virtue and religion, has shown a peculiar fitness for his position, and given us the highest satisfaction.

A passing remark, not usually embodied in school reports may here be allowed. The influence of habits of neatness and cleanliness, and a proper attention to dress, has been apparent in creating a laudable self-respect, and in smoothing down and softening many asperities of deportment and conduct, thus making the labors of the school-room pleasant, as well as profitable. And in closing the labors of the year and transmitting to their successors the duties they have but imperfectly performed, the committee feel conscious that with few exceptions, the character of the Country Schools have been well sustained, and that they give promise for the future, of further excellence.

All of which is respectfully submitted.

HENRY R. WILCOX, *Chairman.*

## HIGH SCHOOL.

At the close of the Summer term, Mr. J. J. Tucker, the First Assistant in this school, resigned, and Mr. Ivory S. Cornish, Principal of the Grove Grammar School, was appointed to fill the vacancy. Mr. Tucker had filled the situation for more than three years, in a manner deserving much commendation, and leaves the city with our best wishes for his success in a different sphere of labor. His successor enjoys the confidence of the Board in a high degree, and thus far is confirming their most sanguine hopes of his efficiency.

The number of scholars belonging to the school is larger than at the beginning of the year. At the June examination there were sixty-six candidates for admission, of whom fifty-three were successful. In December, fifty-seven were examined, of whom forty were admitted. The class which graduated in May contained seventeen, and there were fourteen in the class of November. The whole number now belonging to the school is one hundred and eighty.

The committee have endeavored to make these examinations fair tests of the qualifications of all applicants, and at the same time to render the advantages afforded in the High School as accessible, as the interests of the other schools, and the best influence of this in particular in maintaining and elevating the standard of intelligence in our community, will allow. The questions proposed are uniformly simple, and it is believed could almost invariably be answered by candidates of even moderate capacity, who have diligently improved the opportunities afforded them in the grammar schools. The method too in which the examination is conducted, by printed questions, is well adapted to relieve the candidate from all embarrassment, and sufficient time is allowed to enable him to recall all the knowledge which he really retains. If the requirements for admission were less than they now are, the character of the

school would obviously suffer. No possible excellence in the teachers could prevent this. It would become necessary for them to spend a part of their time in giving such instruction as is now imparted in the grammar schools. Just to this extent, the High School would become no higher than the grammar schools are now. If scholars, when admitted here, begin at a lower point in the scale of studies, their highest attainment also will be lower. A less honorable standard of scholarship in those leaving the school would inevitably be the result. The grammar schools too, would share the evil. An incentive which is now felt in them, and which is needed, would be withdrawn. All the grades would thus suffer in common.

It is not, however, to be concealed that dissatisfaction often exists on the part of parents of unsuccessful applicants. Nor is it to be doubted that in some instances the merits of those who fail are not fully discovered by the examination. Still, we believe that disappointment is generally attributable, not so much to defects in the method of examination, as to a want of proper diligence in preparation to meet it.

The complaint is sometimes urged against the High School that boys who have completed there the required course, although they may have been constant in attendance and diligent in application, are still far below the attainments required for admission to College. This may be true; still it argues nothing against the efficiency, or even the *success* of the school. The complaint is unjust. The reasons for the fact, which is thus alleged as a defect, are two. The first reason has already been mentioned; it is a disposition to crowd in those unqualified, who continue, as long as they remain, to drag and hinder whole classes. The second reason is that too much work is assigned for the allotted time. It is unwise to attempt so much. To require so much is unreasonable. To receive pupils from our grammar schools, and give them the instruction which is prescribed in our School Regulations, in algebra, geometry, natural philosophy, chemistry, history, physiology, physical



geography, &c., &c., and to these add instruction in Latin and Greek, sufficient for a candidate for admission to a New England College, all within four years, is an achievement not to be hoped for. This period is none too long for the English course which is marked out. It is no more than ought to be allowed for thorough instruction in the Classics required. The teachers of our High School are fully competent to qualify pupils for college; they will do it cheerfully if they are allowed sufficient time, but they are not competent to do twice as much as is possible for any one else to accomplish, and what only poor teachers ever attempt to do.

At the commencement of the year, the various studies pursued in the school were assigned as follows, to the members of the sub-committee, for examination and to report at the end of the year: arithmetic to Mr. Barney, reading and history to Mr. Bonney, French to Mr. Craig, natural philosophy and chemistry to Mr. Gleason, algebra and grammar to Mr. Rodman, physiology and physical geography to Dr. Swasey, Latin and Greek to Messrs. Pope and Stowe.

No formal reports have been submitted to the Board by these gentlemen, except those which follow.

Respectfully submitted.

T. STOWE,

*Chairman of High School Committee.*

#### PHYSICAL GEOGRAPHY.

A class under the instruction of Miss Fox, in physical geography, was examined at the close of the Fall term. The examination was as thorough as I could make it, with such time as I had to devote to this class, and the appearance of the scholars was very creditable. In the questions touching upon geology, I noticed a deficiency in answering. This, however, did not seem to be so much a fault of the scholars as the text-book, which is, I think, very deficient in this particular. There is a possibility that this study may

be made rather dull and uninteresting if the details of the text-book are too rigidly adhered to, and the general principles of the science lost sight of. Rightly taught, so that it shall be well understood by the scholars, it is a peculiarly pleasant and attractive study. I have no doubt but that it will be made such by the teacher having it in charge.

It was, also, my duty to examine in physiology, in this school. But I found no class in this department, and have not for the last two years that I have examined here, with the exception of a class examined some time ago, out of its usual course. I am not aware that there has been a regular class in this study in the High School for the last two years. As this is one of the studies in the regular course in this school, it is certainly to be desired that in future it shall receive the attention due so important a study. It is hoped and believed, that under the new course of studies for this school, this science will receive its due share of attention.

C. L. SWASEY.

#### LATIN.

The study of Latin has been required of all who have entered the school during the first two years of the course. For the remainder of the time it has been optional. The design of this was undoubtedly to give the study a prominence which would secure for it more general attention, and lead to more thoroughness. With this aim I have hearty sympathy. An earnest and critical study for a period of four years, of a language so intimately connected with our own, could not fail to secure an ample reward of the labor. Some might be thus induced to go further and discover the richer wealth of a literature that so many centuries have successively transmitted to us with their own choicest treasures. And though the number who would continue the study through life should prove comparatively small, if an appreciation of classical learning could be gradually extended, our whole community would share the benefit. Experience has shown

that this aim is not satisfactorily promoted by the plan referred to. A large number in each class engage in the study with reluctance, and pursue it without interest. As might be expected, they make but little progress. Their own failure is not the only or the greatest evil. Many, who might otherwise be enkindled to enthusiasm, are by such a connection hindered and their attainments materially lessened. In view of these facts, by vote of the Board at the commencement of the present term, the study of Latin has been made optional through the whole course. This will afford increased facilities to all who desire to engage in the study, and allow to others more liberty in adapting their studies to specific aims.

During the year there have been eight classes in Latin. One left the school in May, and another was formed in June. These have been visited each term, and at the close of the second and fourth terms were subjected to a thorough examination. The eighth class which entered in June was so large that it was necessary to form two divisions. It has been taught by Miss Hawes; the seventh class has been under the care of Miss Fox; the sixth, fifth, and fourth classes have recited to Miss Tobey. All these classes, except the fourth, are using Prof. Andrews' elementary lessons, or First Latin Book. Their progress has been slow, the eighth, seventh, and sixth classes advancing at nearly the same rate. The sixth class, after pursuing the study for six terms, or one year and six months, has just reached Lesson 127, having passed over less than one hundred and sixty pages. The fifth class had found it necessary to make a thorough review, and was prepared for examination only as far as Adjective Pronouns. This is hardly satisfactory to your committee. I believe it is not satisfactory to the teachers. They are not, in my judgment, responsible for the want of better success. I am convinced that they have labored diligently. They deserve, each of them, great credit for their patience in the elementary drill of their classes. This was apparent at the several examinations. If disheartening obstacles can be removed out of their way, I am sure that more rapid pro-

gress with their classes, and a higher standard in each, will at once be secured.

The fourth class recites to Miss Tobey, and is reading the Fables in the Latin Reader. Minute attention is given to the forms of words, and to every peculiarity of syntax illustrated in the text. No scholar is suffered to lose sight of his grammar, or take a single step without it.

The second and third classes are united, and are taught by the Principal. They have not yet advanced through the Reader. The first class, which has just graduated, during the last term was reading in Cæsar.

The instruction given by Mr. Emerson in Latin, is of very high order. No one can listen to the ordinary recitations of his classes in this department without a consciousness of growing confidence in the teacher, and the assurance that whatever may be the rate of advancement in his classes, they are in the right path to sound scholarship and high attainments; if they do not afterward give evidence of thorough and skilful training, the fault will be plainly their own.

T. STOWE.



## MUSIC.

The Committee on Music respectfully submit the following Report:

Singing by rote, as a pastime, or for improvement, has been practised in the public schools for many years. Each teacher selected such music as his taste or judgment decided to be most pleasing or profitable to the children. It has been regarded by all as exerting a salutary influence upon the hearts and minds of both pupils and teachers.

Music as a *study* was first introduced into our Public Schools at the beginning of the Winter term of 1855. The instruction was confined to the Grammar Schools and the High School.

These schools received, weekly, two lessons, of half an hour each. In September, 1856, this class of instruction was extended to the Intermedial Schools, each school receiving one lesson a week. Mr. Jason White was appointed musical instructor, which office he continued to fill during the following three years, and until he resigned.

In February, 1859, Mr. Levi P. Thatcher was appointed his successor. Also, at the same time, Miss Harriet E. Rooth and Mrs. H. B. Warner were employed to give instruction in music in the Primary Schools.

During this period of more than three years, but little examination was made in music, and no detailed report appears whereby it can be ascertained what progress the schools had made in this study.

At the commencement of the present school year a Committee on Music was constituted, comprising the following members, viz.: Messrs. A. L. Gleason, Charles C. Sayer, S. W. Bumpus, William G. E. Pope, and E. W. Hervey. The duties of this Committee were not well defined, but they have performed such service as the Board from time to time have directed and the nature of their office required.

To enable the Committee to learn something of the pres-

ent condition of the schools in this regard, they addressed a series of questions to the principal of each school, some of which questions, with the replies of the teachers, are here subjoined.

1. Have all of the pupils in your school engaged in the exercise conducted by the music-teacher?

The answer to this question generally is "They have."

2. How large a part of the school can sing?

To this question we give the replies of several of the teachers, as the numbers vary in different schools. One teacher says

"Nine tenths"; another says "All the girls, and three fourths of the boys"; another, "I think almost every scholar"; another, "All."

3. Have the pupils learned sufficient of the elements of music to enable them to sing by syllable, tunes in the key of C?

Four of the Principals of the Grammar Schools and the Principal of the High School reply, "They have"; "A majority of them" is the reply of another Grammar School Principal; and another says "The number could be determined only by the examination of each pupil."

5. Do they learn their tunes first by rote or by note?

One teacher says "By rote"; another says "Sometimes one way, and sometimes the other."

These two replies contain the substance of the answers from the Principal of the High School and the Grammar Schools.

6. Have they learned the transposition of the scale by sharps and flats?

One teacher replies, "Partially"; another, "They have"; another, "By sharps"; another, "They have, but I do not think that more than one third can transpose the scale."

8. What benefit has resulted to the pupils from the study of music as taught in our public schools?

One teacher says "Music cannot be properly taught in our public schools without producing an elevating and refining influence." Another says "It has made them better boys." Another,—"Too obvious to require mention." Another

says "Good has been done, the full influence of which upon the character the light of eternity alone can show. I think no day has passed in my school for the last twenty years without the singing of some appropriate words in our devotional exercise." Another says "Its tendency is generally to subdue angry passions, and to create a kindly feeling throughout the school."

8. Do the parents object to their children engaging in this exercise?

In but two instances was the reply in the affirmative. The replies of the Intermedial teachers to all of the questions except the *third*, *fifth*, and *sixth*, were similar to those already given.

To the third question, one teacher replies, "The majority cannot"; another, — "Not more than one third of the school can sing by note"; another replies, "They have not"; another, "I think they could not as a whole, but with a little assistance they would be able to master a simple piece." The 5th question is answered generally, "By rote." The answer given by one teacher to the 6th question is "To a very limited extent"; another answers, "They have not."

We have thus fully detailed replies from the teachers, believing that they afford the best means whereby not only the School Committee, but all who are interested in the improvement of our public schools, can judge what proficiency they had made in this study.

At the close of the Fall term the Committee made an examination in music. As an examination of all of the schools would involve an amount of labor they were unable to perform, a few schools in each grade were selected as fair representatives of the whole.

The High School and three Grammar Schools were examined with questions printed upon sheets with spaces for written answers. Each pupil was presented with a sheet of these questions, and was allowed all the time he wished to give his replies.

The following are the questions used:

1. How many departments are there in vocal music?



2. Name them.
3. Of what is the staff composed?
4. What is a bar in music?
5. What is its use?
6. What is a measure?
7. What letters are used to represent musical sounds?
8. What are the clef letters?
9. Of how many sounds is the diatonic or major scale composed?
10. What is an interval?
11. Of how many whole tones, and of how many semi-tones, is the diatonic or major scale composed?
12. In what order do they occur?
13. How many kinds of time are there in common use?
14. What kind of time requires two beats in a measure? What four? What three?
15. What are the characters used to indicate the length of musical sounds called?
16. Name those in common use.
17. In  $\frac{3}{4}$  time how many notes and what kind are required to fill a measure?
18. In  $\frac{6}{8}$  time? In  $\frac{4}{2}$ ? In  $\frac{2}{4}$ ?
19. What is the situation of E on the treble staff? Of B? Of D?

Answer similar questions in regard to the bass staff.

20. What are characters used to indicate silence called?
21. When is the scale said to be transposed?
22. What is the effect of a sharp placed before a note?
23. What is the effect of a flat placed before a note?
24. What is the effect of a natural placed before a note?
25. In changing the scale from C to D, how is the relative order of the intervals preserved?
26. What is the signature of the key of D? Of A? Of B flat? Of E flat?

It will be perceived that these questions pertain to the simplest rudiments of the science.

In examining the work, a liberal allowance was made for infelicities of expression in the use of musical terms, by



giving full credit for a perfect answer when it appeared the intent was right.

The following table shows the percentage of correct answers given by each school, viz. :

|                                       |   |   |   |   |   |   |    |
|---------------------------------------|---|---|---|---|---|---|----|
| The High School average               | - | - | - | - | - | - | 64 |
| The Bush Street Girls' Grammar School | - | - | - | - | - | - | 57 |
| The Grove Grammar School              | - | - | - | - | - | - | 49 |
| The Middle Street Grammar School      | - | - | - | - | - | - | 24 |

In this examination, several facts appear which may not be uninteresting to the Board. The average per cent. of each class in these schools was obtained, which diminished generally with uniformity from the highest class to the lowest.

In the High School, the first class average 80 per cent. The eighth class average 57 per cent.

The first class in the Bush Street Girls' Grammar School average 70 per cent., and the sixth class 50 per cent.

In the Grove Grammar School, the first class average 65 per cent. and the fifth class 29 per cent.

The first class in the Middle Street Grammar School average 45 per cent., (the second is the highest, 46 per cent.,) and the eighth class average 4 per cent.

Care was taken to ascertain how the musical knowledge of those pupils who have received all of their instruction in the public schools compares with those pupils who have received additional musical instruction out of public schools.

In the High School, 73 pupils who had received no musical instruction except in the public schools, obtained an average of 54 per cent., and 73 pupils who had received musical instruction out of the schools averaged 74 per cent.

In the Bush Street Girls' Grammar School, the pupils who have received all of their musical instruction in the public schools obtained an aggregate of 59 per cent., two per cent. above the average of the whole school, while those who have received musical instruction out of the schools obtained an aggregate of 54 per cent., three per cent. below the average of the whole school.

Examinations were made in some of the Intermedial and

Primary schools, conforming as nearly as the age of the pupils would admit to the examination by printed questions.

The committee were well satisfied with the result of the examination of the Sixth Street Intermedial School. In addition to questions of the character indicated above, an exercise upon the black board showed that many of the pupils understood the transposition of the Scale from C to G. It is the opinion of the examiner, that, for much of the musical knowledge these children possess, credit is due the Principal of this school.

The Bush Street, William Street, and Kempton Street Intermedial Schools were examined, with less favorable results.

In the Primary Schools, the examination was confined to a few of the elementary principles. Some of the children of these schools had learned the use of the musical Staff, the names of the notes and rests in common use, something of their rhythmical value, could give the number of major and minor seconds composing the diatonic scale, and, although they have made little proficiency in the science of harmony, yet under the instruction of their present music-teachers, their first efforts in this study are properly directed, and under the laws of ordinary development, must lead to salutary results.

It appears, from this examination, that the schools examined by printed questions have but an imperfect knowledge of the first principles of music.

This would be inferred by a reference to the table of merit already presented.

In the correct enunciation of the words and the proper rendering of the music, to which much attention has been given, your committee believe a good degree of success has been attained, although their examinations furnish no tests which can be presented here.

It should be remembered that this is the first examination made in music since its introduction as a study.

Had the committee extended the same care and supervision to this subject as they have to other departments of study, we believe the present result would have been far different.

By frequent omissions of the music exercises, during the past year, the schools have not received the usual amount of instruction enjoyed in previous years.

The chief object of musical instruction in the public schools, by professional teachers, is to teach the children to *read music*.

This can be accomplished only by gaining a thorough knowledge of the elementary principles, by study and uninterrupted systematic practice.

The study of music as a means of mental and moral culture, we deem it unnecessary here to discuss; believing that its refining influence is generally conceded.

In conclusion, while the committee feel confident that, if a similar policy shall be continued in this department, better results will ere long be gained; they are of the opinion that much progress in the science of music cannot be anticipated in the Primary or even in the Intermedial Schools.

Something, however, may be done even here, in training the ear and the voice, and in promoting the cheerfulness and order of the pupils.

But in the higher grades of schools your Committee believe that the rudiments of the science can and should be mastered; that great good will be gained in the acquisition itself; and that the discipline of the ear and voice attained in learning to sing well, will prove an important aid to the attainment of the more refined excellences of good reading and of general good taste.

All which is respectfully submitted, by order of the Music Committee.

A. L. GLEASON, *Chairman*.

BOARD OF SCHOOL COMMITTEE,

CITY OF NEW BEDFORD, Dec. 31, 1859.

At a meeting of the School Committee held this evening, on motion of Rev. I. H. Coe, it was

*Voted*, That the thanks of this Board be tendered to the Chairman, Rev. T. STOWE, for the able and impartial manner in which he has discharged the duties of his office.

On motion of T. R. Rodman, Esq., it was also

*Voted*, That the Resolution of thanks to the Chairman be appended to the Report of the School Committee, and printed with it.

A true copy of the record.

WILLIAM HOWE, *Secretary*.



1861—CITY DOCUMENT No. 8.

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R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

FOR THE YEAR

1860.



NEW-BEDFORD:

E. ANTHONY, PRINTER TO THE CITY,  
1861.



# REPORT.

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GENTLEMEN :

The time has again arrived for submitting to you, and to the citizens of this city, the annual report of our public schools.

## STATE OF SCHOOLS.

With but few exceptions, there has been satisfactory progress both in scholarship and good order in all the schools. Nearly all the teachers are earnest, laborious servants of the public, loving the work of teaching, and ambitious for success. Be it noted, however, that there is a wide difference between *teaching* and *hearing lessons* merely. The instructor, who depends alone upon his text-book, requiring, and only asking a verbatim recitation of the words of the author, does no more *teaching* than a scholar would perform who knew how to read. Such are simply *prompters*, not *teachers*. The art and the science of teaching are noble, elevated and important; demanding peculiar qualifications, and requiring special exertion, deep thought and an earnest purpose to succeed. A calm self-possession, thorough mental discipline, a knowledge of human nature, good executive ability, sweetness of temper, urbanity in deportment, accessible to the most timid, and a ready facility for illustration and instruction, are attributes which carry the teacher successfully through every devious path of his difficult art, and beautifully exhibit the ornaments and peculiarities of his sublime science. Such we hope our teachers are, or aiming to be.

The reports of sub-committees will more fully exhibit the condition of the schools.

At the organization of the Board, or soon after, the Chairman was relieved from quarterly visitation of the schools, and this duty was devolved upon the sub-committees. How faithfully they have attended to their duty I leave you to judge. To the faithfulness of some of them, your Chairman bears a cheerful testimony.

### SUPERINTENDENT.

We gratefully acknowledge our indebtedness to the present city government for creating the office of Superintendent of Public Schools. They have, however, devolved the duty of his election upon the incoming Board, on the ground, probably, that every body politic should choose its own servants. While this is a political axiom, generally, where things of an indifferent nature are concerned, such as care of streets, lamps, police arrangements, &c.; yet, in the matter of the selection of a Superintendent of schools, the case is entirely changed; unless there is a co-relation between the two subjects of supervision. But as there is no such correspondence, the rules which hold good in the one case, may not apply at all in the other. In an office of so much importance, where responsibilities are so high and pressing as that occupied by the educator of children and youth, the largest possible experience is necessary, and a practical acquaintance is demanded, before placing them in situations of honor and power. It is therefore a wise regulation which devolves the election of the teachers upon the old Board, in November. The new members of the Board are permitted to have ten months experience and observation before they are called upon to exercise the elective franchise in the choice of teachers. That is also a wise statute of the legislature which requires a "personal examination of teachers before employment, both as to their literary qualifications and capacity to govern." If these regulations hold good in reference to the teacher—the immediate educator of the heads and hearts of the children—how much more true is it of the office and person of a general Superintendent? With even this defect, we are thankful for the



ordinance, not doubting that the city government will readily amend it, if found in practical working, defective.

### SUPERVISION.

To the constant and critical supervision of our schools we shall owe, in a great measure, their success and efficiency. To the parent it were in vain to look for this oversight; although really more interested than any other person, yet, with strange confidence, he sends his children through all the various grades of education, from Primary to High, without so much as a personal acquaintance with the teachers, or once stepping into the school-room, to judge himself of the faithfulness of those public servants intrusted with these great interests, or the suitableness of the rooms where they congregate. To the Board we cannot look for duties so pressing and arduous, for all of them have personal interests pending—work of their own sufficient to engross most of their time and attention. They will therefore either entirely neglect the schools, or attend to their work so inadequately as not to secure the desired success.

### DUTIES.

We hail, therefore, with gladness the ordinance for a Superintendent—an officer, who, when elected, may devote his whole time to this work. We need a Superintendent, not indeed of such high literary qualifications and intellectual greatness as to render him inaccessible to either teachers or pupils; or such fine and fastidious taste, as to overlook the lower grades of schools, and devote himself to make the High School a University, and the Grammar Schools Academies; but of such sweetness of temper, gentlemanly manners, and practical experience, as will render him equally accessible to all, and qualify him for a just discrimination in all the schools, so that equal justice shall be administered, and mutual confidence maintained.

Lay the foundation deep and strong, if you would have the superstructure permanent. The little twig can be easily bent to its proper direction, but the large tree is measurably

fixed. Look to your Primary and Intermedial Schools, if you would make your Grammar and High Schools what you desire.

### HIGH SCHOOL.

A very large class entered the High School in June last, (60 pupils out of 72 examined). In the Fall examination a much smaller class came up to the requisite per cent., (27 out of 57 examined,) so that during most of the past year nearly 200 scholars have been in regular attendance. More than 100 of these are continuously in the Principal's room, requiring constant oversight and government. How any one man can keep these in order, and hear, regularly, his own classes, so as to produce good scholars, or secure rapid progress, is a problem which your Chairman cannot solve. Added to this the constant interruption, consequent upon outgoing and incoming classes, and there exist reasons enough why scholarship is neither profound nor extensive.

This could all be remedied by placing this school upon the department plan. The 200 scholars distributed to four rooms, according to scholarship, would divide the responsibility of governing as well as teaching; the time and bustle incident to a change of rooms would be saved, (almost an hour daily, and 37 school days in the year,) and without spending any more time than now, one-fifth more labor would be performed, thereby securing more varied and deeper learning and proficiency. The labor of the Principal would be lessened, while that of the Assistants would be more varied, although not materially increased.

A partition running north and south, through the entire length of the building, and the entrances removed to the east and west sides, and the stairways placed in the centre, would divide this building into eight elegant school-rooms, four basement rooms for purposes of fuel and gymnastic exercises, and two attic chambers for chemical and philosophical experimentation, or other purposes. A slight examination of the south front will satisfy anybody that some such change as this will be speedily demanded, if not already,

for the safety of the building itself. If the city government would give to our High School a new building of just sufficient size to accommodate this school alone, then this building could be occupied by the Grammar Schools north, under one Principal, thus saving the expense of two.

A new programme of studies was adopted, after long and mature deliberation, giving to each pupil three principal studies daily, excepting those who study French, who have four. It is an impossibility to make these changes at once, without doing great injustice to those classes who entered under the old programme. Studies of the fourth year were brought into the first. If the pupils of the fourth year were required to attend to the studies of that year, by the new programme, they would lose studies important to them in their educational course, and perhaps attend to others already gone over. But as fast as new classes are introduced, they are put upon the present course adopted by the Board. This will account for the fact that there have been no classes in Rhetoric, Logic, Mental and Moral Philosophy, General History and some others. Attention has been duly paid to English Composition, Declamation, Reading and Spelling. For further light on its condition, I refer to the reports of the members of the High School Committee.

Your Chairman has heard classes in Geometry, Algebra, Latin, Arithmetic, Philosophy, and Book-Keeping, in all of which the Masters and Misses evinced a readiness of reply, showing familiarity with the subject gone over, giving assurance of faithfulness and energy on the part of the teachers. The ground passed over may not have reached the expectations of the Committee, which is easily accounted for; yet one page thoroughly mastered, is a great deal better to the pupil than ten superficially attended to, with no clear or definite idea of the facts and principles therein contained.

It has been the desire of the Committee to make the High School emphatically a practical school—a place where the pupils can be fitted for life's practical duties and business. Not a normal school for teachers merely; not a sub-college for dead languages and the merely ornamental in education;



but such a school as will confer the greatest possible benefits upon the largest number of pupils; and therefore the Board have committed no error in keeping this school filled to its utmost capacity. It would indeed be a mistake to elevate the standard so high that comparatively few could reach it; and equally a mistake, to reduce it so low as to take away all incentives to exertion in the Grammar schools. There is a golden mean between these extremes, and along that path this school *can be*, and I think *is* being conducted to certain success.

### NEW GRAMMAR SCHOOL.

In September, the new Grammar School on Fifth street, corner of Russell, before the building was completed, was opened with appropriate religious services. The reasons for this were as follows: The Board had already appointed a full corps of teachers for this school-house—a Principal and six Assistants. A week of the term had already gone by—not lost, for the time had been diligently occupied in a thorough examination, in order for proper classification. But this work had been completed; the boys would have been idle at home or in the streets; the pay of the teachers was going on at the rate of over \$12.00 daily, and there was really nothing lacking but the slates, and when these might arrive there was no knowledge. Your Chairman was equally desirous for a public dedication of this beautiful temple, as the Committee on Public Property. It was every way worthy of such notice, and to have invited the citizens to inspect the premises and unite in consecrating them to science, to education, to the interests of humanity, and to God, was every way desirable. This edifice, in its elegant finish, appropriate furniture, and special adaptation to the purposes for which erected, is an honor to the city, and a high credit to its government, both in the good taste displayed, and the generous liberality manifested, calling for grateful acknowledgments from this Board and offering an inspired theme for public oratory. To wait for a public dedication involved too much expense. It is true that the



Chairman of the Grammar Schools proposed to put this school in operation in the old Bush street school-house. A consultation of the records of the Secretary show that no teachers had been appointed for Bush street, (except Miss Robinson, and a new appointment had been tendered her and accepted). By the action of this Board, the Bush and Dartmouth street Grammar schools had ceased to be, having been previously assured the new house would be ready at this time. Faithful to carry out its decisions—true to those principles of economy, demanded by the pressure of the times, our limited appropriation, and a high rate of taxation, your Chairman, through the Committee on School Houses, applied to the Committee on Public Property for leave to occupy the new house, previous to its completion, and they willingly, upon a proper representation of the facts, gave up the keys to the Committee on School-Houses, and the school commenced its labors.

This school was to inaugurate a new system in the arrangements of our Grammar Schools. On its success depended the future history and economy of the schools of this city. In its six different school-rooms there are placed 329 seats, admitting a division into six different classes, five regular classes and one devoted to the unclassified pupils.

It was the anxious wish of your Chairman that there should be no mixture of class-room and graduated systems. With the corps of teachers already appointed, suitably distributed to the various rooms and the Principal supervising the whole, according to section 32 of the regulations, would have made this the model, after which, the other Grammar Schools might, eventually, be fashioned; but this idea was overruled, so that to-day, in one room of this school, we have the class-room and the graduated systems in full operation. This arrangement greatly increases the labor of the Assistants, while it relieves the Principal; and it is no wonder if they complain of their burdens, and find friends to ask additional compensation for their onerous duties. The true remedy, however, in the judgment of your Chairman, is, to have the Principal take charge of the whole school,

and to perform his labors in every room, as necessity may require. The economy of this system is shown by the fact that the salaries alone of the teachers for these scholars on the class-room system amounted to \$4,575.00. At present the salaries are \$3,000.00, thus saving annually \$1,575.00, and if fuel, fires, and repairs, be added, the amount would reach \$2,000.00.

### **NORTH GRAMMAR SCHOOLS.**

The North Grammar Schools put upon the same plan, would save an equal amount, and a change of all the schools in the city to the graduated system, would reduce our corps of ninety teachers to seventy-eight, and save in salaries alone \$4,775, and \$1,000 more in other expenses annually.

Of the remaining Grammar Schools, I refer to the reports of the various sub-committees on this grade, simply remarking that in the semi-annual visitation in May, I made a pretty thorough examination of all the Grammar Schools in Arithmetic; and that the classes in the Charles street Girls' Grammar School, Miss Osgood's, and the Middle street Boy's Grammar School, Mr. J. S. Barrell's, stood equal, and above the others, evincing a thoroughness in teaching worthy of imitation.

### **BUSH STREET SCHOOL HOUSE.**

Allow me, in this connection, to call the attention of the Board to the condition and wants of the old Bush street Grammar School building. To fit this properly for the use of the Intermedial and Primary Schools, now occupying the other building on Bush street, and to make of it suitable rooms for a department school, it will be necessary to remove it to the east about ten feet, and raise it two feet higher on its foundation, and make such changes in its internal arrangements as have been made in the Maxfield street school-house. The expense would reach, including new furniture, the sum of \$1,800, but such an arrangement would save in annual salaries alone \$300, and including fires, (and a single furnace would be all that is necessary for the whole

building,) \$25 more, making nearly an annual saving of 20 per cent. on the cost of changes; and relieving one school the necessity of occupying small, ill-ventilated and inconvenient class-rooms. It is to be hoped the new Board of the School Committee will take early action in the premises and order the change.

On the condition of the Intermedial, Primary and Country Schools, I refer to the reports of the Committees on these grades.

### ALMS-HOUSE SCHOOL.

I wish to present to the Board fully the character and condition of the Alms-House School. Contemplated simply as a reform school in its present relations and condition, it is a sad and serious failure. The association of boys, already viciously inclined, with persons and characters whose habits of intemperance and vagabond life, have blunted their moral sensibilities, and developed tempers and attributes at war with virtue and morality, does neither reform nor elevate them; and in such an atmosphere they will only sink lower, and yet lower, in the scale of human degradation. But as a precautionary measure, to render society safer and property more secure, and as a penal school for truancy, it unquestionably exerts a salutary influence; restraining some from leaving school, who, otherwise would be found in the streets, while in reference to others it affords a cheap method of having their children boarded at the public expense. Simply on the ground of prudence we justify its continuance.

But what we really need is a "truant school," separate and distinct from every other institution, with its buildings isolated and grounds divided from the outer world by substantial fences, under the control of its own board of government and instruction. In such a school there would be no counteracting influences at work, and idle, vicious, and truant children would be trained to usefulness, virtue and happiness. Your Chairman feels well persuaded that you



will find a hearty co-operation in the city government whenever you will send up your petitions for such an Institution.

### **EVENING ADULT SCHOOL.**

The Evening Adult School of the last Board was closed on the evening of the 2d of April. Of its order and success, not much can be said. In the organization of the Evening Adult School by this Board, the sub-committee, consisting of Messrs. Stowe and Pope, and your Chairman, were empowered to provide a place and nominate teachers. They caused the Bush street Girls' Grammar School room to be fitted up for that purpose and removed the gas fixtures from the the old Market street building to it; the Market street house having been previously surrendered to the Committee on Public Property by the special vote of this Board. The male department is under the charge of I. S. Cornish, Esq., assisted by Miss A. M. Bailey, and Miss Sarah Crane. It has entered 113; average attendance 28. It meets on Monday, Wednesday and Friday evenings, and has been in session ten weeks. The female department is under the charge of Miss E. J. D. Shepherd, assisted by Mrs. P. K. Almy and Miss Anna L. Kempton, meeting on Tuesday, Thursday and Saturday evenings. It has entered 100; average attendance 41. The order, success, and utility of this school under the management of such competent and able teachers, is a subject of hearty congratulation to your Committee and should command the confidence of the community. Here that portion of the population, who by misfortune or by birth in places where the light and blessedness of New England schools do not shine, have hitherto been unable to read or write, are put in speedy possession of these most desirable accomplishments. Those whose work prevents attention to education during the day may find here real, solid advantages, which will more than repay the self-denial requisite to success.

### **FINANCES.**

A careful scrutiny has been exercised over the expenditures for the past year, and no bills have been passed but



what were authorized by the legitimate action of the Board, or its appointed agents. No really needed repairs have been neglected, and several material alterations have been made in a number of the school-houses. New furniture has been placed in the Griffin street, Maxfield street and Point school-houses, and the Maxfield and Merrimac street school-houses have been changed from the class-room to the department system. The High School yard has been paved, and the fence substantially repaired. Aided by an unexpended balance from last year's appropriations, and from a special appropriation to finish the Merrimac street school-house, we hope to show at the close of the fiscal year a clean balance sheet.

During my term of office I have approved bills for

|                                                              |             |
|--------------------------------------------------------------|-------------|
| Tuition, amounting to .....                                  | \$33,008.36 |
| Sweeping, fires, and bells, .....                            | 1,276.69    |
| Fuel, including coal, wood, &c., .....                       | 1,310.60    |
| Cleaning and whitewashing, .....                             | 437.56      |
| Repairs and labor, .....                                     | 2,654.00    |
| Stoves and Pipe, with the gas fixtures at Bush street, ..... | 675.86      |
| Furniture and furnishings, .....                             | 1,079.37    |
| Books and Printing, .....                                    | 1,785.15    |
| Miscellaneous, .....                                         | 791.31      |
| Salary of Committee, .....                                   | 1,000.00    |
|                                                              | <hr/>       |
|                                                              | \$44,018.90 |

### SCHOOLS, NUMBER OF SCHOLARS AND TEACHERS.

The following schedule exhibits the average number of scholars admitted, the average number belonging, the average number attending, the per cent. of attendance, and names and salaries of teachers now employed in the public service :

| SCHOOLS.                     | Av. number<br>Entered. | Av. number<br>Belonging. | Average<br>Att. | Per ct. Att. | TEACHERS<br>now in service. | Salaries.<br>\$ per<br>an-<br>num. |
|------------------------------|------------------------|--------------------------|-----------------|--------------|-----------------------------|------------------------------------|
| HIGH SCHOOL. Males,          | 79                     | 76                       | 72              | 95           | J. F. Emerson,              | 1500                               |
| Females,                     | 108                    | 105                      | 96              | 90           | Ivory S. Cornish,           | 1000                               |
| Number in High               |                        |                          |                 |              | Eliza H. Tobey,             | 500                                |
| School,                      | 187                    | 181                      | 168             | 93           | Sallie W. Fox,              | 350                                |
|                              |                        |                          |                 |              | Mary I. Hawes,              | 350                                |
| GRAMMAR SCHOOLS.             |                        |                          |                 |              |                             |                                    |
| FIFTH STREET, Fall term,     | 300                    | 277                      | 258             | 93           | S. Hutchinson,              | 1000                               |
|                              |                        |                          |                 |              | H. B. Robinson,             | 300                                |
|                              |                        |                          |                 |              | E. E. Cushman,              | 300                                |
|                              |                        |                          |                 |              | Mary A. Sanford,            | 300                                |
|                              |                        |                          |                 |              | Betsey B. Winslow,          | 300                                |
|                              |                        |                          |                 |              | Mary E. Smith,              | 300                                |
|                              |                        |                          |                 |              | Lydia A. Post,              | 300                                |
|                              |                        |                          |                 |              | Sophia E. Haffords,         | 200                                |
| BUSH STREET BOYS', } three   | 113                    | 96                       | 89              | 93           | E. Hervey,                  | 1000                               |
| BUSH STREET GIRLS', } terms, | 118                    | 106                      | 95              | 89           | Jane M. Gardner,            | 300                                |
| DARTMOUTH STREET, }          | 37                     | 32                       | 29              | 92           | Eliza C. Lewis,             | 275                                |
| PARKER STREET,               | 164                    | 146                      | 138             | 95           | Deborah D. Ruggles,         | 225                                |
|                              |                        |                          |                 |              | J. S. Barrell,              | 1000                               |
| MIDDLE STREET,               | 185                    | 170                      | 164             | 96           | A. A. K. Howard,            | 300                                |
|                              |                        |                          |                 |              | A. D. Burdon,               | 275                                |
|                              |                        |                          |                 |              | E. P. Vincent,              | 275                                |
| CHARLES STREET,              | 123                    | 116                      | 103             | 87           | J. F. Osgood,               | 500                                |
|                              |                        |                          |                 |              | Susan B. Cornish,           | 300                                |
|                              |                        |                          |                 |              | Cordelia A. Morton,         | 275                                |
| GROVE,                       | 92                     | 80                       | 76              | 94           | N. Lincoln, Jr.,            | 1000                               |
| Grove Intermedial trans-     |                        |                          |                 |              | Abbie S. Tobey,             | 300                                |
| ferred to Grammar            |                        |                          |                 |              | J. C. Thompson,             | 300                                |
| School.                      |                        |                          |                 |              |                             |                                    |
| ACUSHNET,                    | 61                     | 54                       | 48              | 89           | Wm. A. Barrell,             | 650                                |
|                              |                        |                          |                 |              | N. Y. Chase,                | 225                                |
| Total in Grammar             |                        |                          |                 |              |                             |                                    |
| Schools,                     | 925                    | 843                      | 787             | 91           |                             |                                    |
| INTERMEDIAL SCHOOLS.         |                        |                          |                 |              |                             |                                    |
| HILL,                        | 78                     | 70                       | 66              | 91           | Elizabeth P. Spooner,       | 350                                |
| MERRIMAC STREET, one term,   | 61                     | 51                       | 45              | 88           | Hellen M. Gordon,           | 325                                |
|                              |                        |                          |                 |              | Hellen M. Hewins,           | 275                                |
| PARKER STREET,               | 84                     | 77                       | 68              | 91           | A. R. Commerford,           | 375                                |
|                              |                        |                          |                 |              | Sylvia A. Chase,            | 250                                |
| MAXFIELD STREET,             | 134                    | 123                      | 108             | 88           | E. J. D. Shepherd,          | 325                                |
|                              |                        |                          |                 |              | M. Hemenway,                | 275                                |
| KEMPTON STREET,              | 137                    | 119                      | 106             | 89           | E. K. Wentworth,            | 375                                |
|                              |                        |                          |                 |              | Joanna P. Nash,             | 250                                |
|                              |                        |                          |                 |              | Jeannette P. Hunter,        | 250                                |
| CHARLES STREET,              | 106                    | 94                       | 81              | 84           | C. D. Cory,                 | 375                                |
|                              |                        |                          |                 |              | Lucinda C. Perry,           | 250                                |
| WILLIAM STREET,              | 135                    | 119                      | 100             | 91           | Mary E. Savery,             | 375                                |
|                              |                        |                          |                 |              | Mary B. Gooding,            | 225                                |
|                              |                        |                          |                 |              | Annie E. Sanford,           | 225                                |
| MARKET STREET, three terms,  | 54                     | 49                       | 42              | 86           |                             |                                    |
| And discontinued.            |                        |                          |                 |              |                             |                                    |
| BUSH STREET,                 | 86                     | 73                       | 66              | 91           | Mary E. Allen,              | 375                                |
|                              |                        |                          |                 |              | Maria L. Whitney,           | 250                                |

| SCHOOLS.                                            | Av. number<br>Entered. | Av. number<br>Belonging. | Average<br>Att. | Per ct. Att. | TEACHERS<br>now in service.                                     | Sala-<br>ries.<br>\$ per<br>an-<br>num. |
|-----------------------------------------------------|------------------------|--------------------------|-----------------|--------------|-----------------------------------------------------------------|-----------------------------------------|
| SIXTH STREET,                                       | 139                    | 121                      | 113             | 93           | Sarah D. Ottiwell,<br>Charlotte C. Carr,<br>Almena M. Hathaway, | 375<br>250<br>250                       |
| GROVE,<br>Transferred to Grove Gram-<br>mar School. | 66                     | 57                       | 52              | 89           |                                                                 |                                         |
| DARTMOUTH STREET,                                   | 57                     | 53                       | 49              | 93           | Eliza A. Sisson,<br>Mary A. Post,                               | 325<br>275                              |
| Whole number in In-<br>termedial Schools,           | 1137                   | 1006                     | 896             | 89           |                                                                 |                                         |
| PRIMARY SCHOOLS.                                    |                        |                          |                 |              |                                                                 |                                         |
| HILL,                                               | 93                     | 78                       | 68              | 87           | E. Commerford,<br>K. Commerford,                                | 375<br>250                              |
| MERRIMAC STREET,                                    | 125                    | 109                      | 95              | 88           | Susan E. Brown,<br>Mira C. Hatch,                               | 325<br>275                              |
| PARKER STREET,                                      | 98                     | 83                       | 73              | 87           | Mary L. Blake,<br>Abby F. Bryant,                               | 325<br>275                              |
| CEDAR STREET,                                       | 134                    | 115                      | 106             | 91           | H. S. Macomber,<br>Annie S. Homer,<br>Ellen S. Kempton,         | 325<br>275<br>275                       |
| MAXFIELD STREET,                                    | 122                    | 102                      | 90              | 89           | Mary B. White,<br>J. S. Macomber,                               | 325<br>275                              |
| CHARLES STREET,                                     | 134                    | 110                      | 104             | 92           | Patience R. Almy,<br>H. A. R. Kempton,<br>Mary H. Bennet,       | 375<br>225<br>200                       |
| WILLIAM STREET,                                     | 146                    | 122                      | 105             | 86           | Sarah H. Hewins,<br>Jane E. Finkill,<br>E. H. Simmons,          | 375<br>250<br>250                       |
| BUSH STREET,                                        | 132                    | 114                      | 106             | 93           | Annie M. Bailey,<br>Sarah E. Field,<br>Amanda M. Pierce,        | 375<br>250<br>250                       |
| SIXTH STREET,                                       | 119                    | 107                      | 91              | 86           | Ruth H. Brady,<br>Sarah H. Cranston,<br>Sarah E. Stoddard,      | 375<br>250<br>225                       |
| GRIFFIN STREET,                                     | 85                     | 78                       | 66              | 88           | Cordelia M. Barker,<br>Alma C. Field,                           | 375<br>250                              |
| GROVE,                                              | 100                    | 82                       | 71              | 88           | Mary J. Chase,<br>Julia H. Hathaway,                            | 375<br>225                              |
| DARTMOUTH STREET,                                   | 94                     | 82                       | 75              | 92           | Harriet P. Cushman,<br>Drusilla W. Sears,                       | 325<br>275                              |
| ARNOLD STREET,                                      | 33                     | 28                       | 26              | 91           | S. M. Tompkins,                                                 | 300                                     |
|                                                     | 1415                   | 1310                     | 1016            | 80           |                                                                 |                                         |
| COUNTRY SCHOOLS.                                    |                        |                          |                 |              |                                                                 |                                         |
| NORTH SCHOOL,                                       | 31                     | 27                       | 20              | 70           | Mary B. Grinnell,                                               | 350                                     |
| PERRY'S NECK,                                       | 31                     | 26                       | 24              | 92           | Eliza H. Clark,                                                 | 350                                     |
| BELVILLE,                                           | 33                     | 30                       | 25              | 83           | Ursula C. Gwynneth,                                             | 350                                     |
| HASKINS' CORNER,                                    | 40                     | 37                       | 32              | 87           | Phebe T. Howland,                                               | 350                                     |
| CANNONVILLE,                                        | 85                     | 75                       | 63              | 88           | Sarah Crane,<br>Carrie J. Spooner,                              | 350<br>250                              |
| ALMS-HOUSE,                                         | 27                     | 22                       | 21              | 99           | Geo. W. Francis,                                                | 550                                     |
| CLARK'S POINT,                                      | 33                     | 31                       | 27              | 89           | Statira W. Conner,                                              | 350                                     |
|                                                     | 280                    | 247                      | 222             |              |                                                                 |                                         |

*Females*

*1709 males, Summer*

*1924*

*admission*

*170*

| SCHOOLS.                  | Av. number<br>Entered. | Av. number<br>Belonging. | Average<br>Att. | Per ct. Att. | TEACHERS.          | Sala-<br>ries. |
|---------------------------|------------------------|--------------------------|-----------------|--------------|--------------------|----------------|
|                           |                        |                          |                 |              |                    | \$ per<br>wk.  |
| EVENING ADULT             |                        |                          |                 |              | I. S. Cornish,     | 3.50           |
| SCHOOL. Male de-          |                        |                          |                 |              | Ann M. Bailey,     | 2.00           |
| partment, for 10 weeks,*  | 113                    |                          | 28              |              | Sarah Crane,       | 2.00           |
| Female department, for 10 |                        |                          |                 |              | E. J. D. Shepherd, | 2.50           |
| weeks,                    | 100                    |                          | 46              |              | Patience R. Almy,  | 2.00           |
|                           |                        |                          |                 |              | Anna L. Kempton,   | 2.00           |
| Grand total,              | 4141                   | 3587                     | 3163            | 88           |                    |                |

Respectfully submitted,

G. W. STEARNS, *Chairman.*

\* Many of these only attended one evening.



## PRIMARY SCHOOLS.

### HILL SCHOOL.

The teachers appear to labor earnestly, unitedly, and with a good degree of success—the pupils showing fair progress—but from some cause which we are not prepared to allege, the school fails to impress the visitor with the conviction, inevitable in some others, that all is accomplished that can reasonably be expected.

### PARKER STREET.

On account of the sickness of the Principal, this school has for a part of the year been under the charge of the Assistant; Mrs. E. P. Spooner acting as her Assistant.

It is natural to expect that under such changes of instructors, a school should exhibit indications of interruption in its discipline, and in the progress of its pupils; in this case, however, we are happy to report that no such indications were seen, and that the school is, and through the year has been in a flourishing condition, giving satisfaction to the committee, and meeting the approval of those parents whose children are taught therein.

### MERRIMAC STREET.

Miss Tew, under whose principalship this school made so rapid improvement, and from the continuance of whose labors so much more was anticipated, resigned during the Winter term. She was succeeded by the present Principal, the former Assistants being retained. These gave entire satisfaction, but at the close of the Spring term, the Board ordered the school-room to be divided, and the school to be conducted upon the "Department plan." This arrangement was completed at the commencement of the Summer term, Miss Brown being retained as Principal, and

Mira C. Hatch as Assistant. With regard to the success of this arrangement, we are not prepared to report further than this,—that although the school is not all we could wish, yet it is all that we can expect it to be, when we consider the many changes that have taken place in it since its commencement. If the school can be continued for an entire year under the teachers now employed, we confidently anticipate much improvement.

### **MAXFIELD STREET.**

This school, since the commencement of the Summer term, has been conducted upon the "Department plan." By this change the general appearance of the school and rooms is much improved, and we are satisfied that the change has been beneficial. From some unknown cause, the graduating class at the close of the Fall term did not show that preparation for the Intermedial school that is usually seen in graduating classes from this school; but the very excellent scholarship of a younger class, would testify to the ability and diligence of the Principal, if, in addition to her former success, such evidence were needed. In this connection we wish to say that the excellent classes usually found in this school, owe much of their superiority to the thorough elementary instruction of the infant classes, without which, the labors of the Principal, however well directed, must necessarily fail.

### **CHARLES STREET.**

No school in the city shows more conclusively the good effects of devotion to duty on the part of the teachers than this. It fully maintains the high reputation that it has deservedly enjoyed for years past. Notwithstanding the frequent removal of families in the district, and the consequently brief periods that many of the children remain in this school, requiring much additional labor from the teachers, the school always appears well, and no scholar can remain, even for a short time, under the instruction and discipline here found, without improvement.

Miss H. A. R. Kempton, who was appointed Second Assistant at the commencement of the year, has given good satisfaction, and a small class taught by her from the beginning, reflects much credit upon her labors.

### **CEDAR STREET.**

No change has taken place in this school since the last report. It is a good school, the teachers laboring harmoniously, and with success, and by their earnest zeal manifesting that they realize the importance of the trust committed to their care.

### **WILLIAM STREET.**

This is a very large school, and the evil referred to in the Charles Street district, of frequent changes in the scholars, has its effect here also; these causes may serve in some measure to account for the fact that ordinarily there does not appear in the classes of the Principal, that thoroughness of teaching, and in the whole school that good degree of discipline, which are alike so desirable, and both of which are found nearer perfection in most of our other schools.

The classes of the first Assistant are well taught, and compare favorably with similar classes in other schools.

### **BUSH STREET.**

Of this school, it is sufficient to say that it is under the charge of the same teachers who for years past have given such general satisfaction, and who, in addition to their other qualifications, have that which can only be obtained by actual service,—experience.

### **ARNOLD STREET.**

This school, of which mention was made in the last report, as but just established, and under the charge of Miss Susan Tompkins, has been in successful operation through

the year. The school, though small, requires much labor. We find that the confidence placed in Miss Tompkins as an able, diligent teacher, was well grounded, and congratulate the Board, and parents in the vicinity of this school, that a need so long felt of a Primary school in this section of the city, has been so fully supplied.

### **GRIFFIN STREET.**

Of this school, owing to the peculiarities of which, little might be expected, we are pleased to be enabled to present a very favorable report.

It may not be generally known that a large proportion of the pupils of this school are of foreign descent, in fact, at times but one or two children of American parentage are to be found in it. Yet in no school is more rapid progress made, the discipline superior, or the interest manifested by the scholars greater than here. It is usually the case that some, and often many of the pupils cannot speak or understand the English language. The earnest desire for knowledge shown by these children, and their rapid progress are worthy of notice, and the hearty co-operation of their parents with the teachers, and their efforts to secure the punctual attendance of their children, furnish an example worthy of imitation.

### **SIXTH STREET.**

We report this school in a flourishing condition, its standing at the close of the year being higher than at its commencement. The teachers have labored with much earnestness and success, and we believe have the esteem of the pupils and the confidence of the parents.

### **DARTMOUTH STREET.**

The proficiency of the scholars in this school as shown at the examinations, always testifies to the faithful and well directed labors of the teachers, while the general good order and cheerfulness indicate that the teachers have suc-



ceeded in a praiseworthy degree in securing the confidence and affection of those under their care.

Miss Mary A. Post, who has been the Assistant for a number of years, having been transferred to the Intermedial school in the same building, Miss Drusilla W. Sears has been appointed Assistant in this school, and her success in another school gives strong assurance that she will be found well fitted for the duties devolving upon her here.

### GROVE SCHOOL.

By a change recently effected, far better accommodations than have been had heretofore have been provided for this school. The high estimation in which the Principal has been held as a teacher, is in no degree impaired, and under her labors with the co-operation of a faithful Assistant, there is here little to be desired to render this all that can reasonably be expected of a Primary school.

In conclusion, we wish to say that almost the entire labor of examining the thirteen Primary schools in the city, has devolved upon a single member of your committee. The visitations have necessarily been more limited in number and more brief in duration, than was desirable in order to obtain that intimate knowledge of the condition of the several schools upon which to base a public report. We have made such a report as to us has seemed just upon the information obtained, and believe it to be such as would be corroborated by a more thorough examination.

All of which is respectfully submitted, in behalf of the Committee on Primary schools.

CHARLES C. SAYER.

## INTERMEDIAL SCHOOLS.

These schools have undergone a considerable change in their arrangements and character during the year. The Grove Intermedial school has exchanged rooms with the Grove Primary, which had a larger number of scholars but a smaller room.

The Dartmouth and Maxfield Street schools have been reorganized on the department plan, the Principal and Assistants occupying separate rooms, and the higher classes remaining under the tuition of the Principal.

Owing to the crowded state of the schools in the north part of the city, it has been necessary to establish a new school in that section, and the rooms on the second floor of the brick building on Merrimac street have been fitted for that purpose. These rooms are ample in size and pleasantly situated. The furniture used is of the most approved style and finish, being from the manufactory of Mr. William O. Haskell, Boston. The school will accommodate about 100 scholars.

By the formation of this new school, the district lines of the Hill, Parker, Maxfield, and Kempton Street schools have been materially changed, causing thereby no little disturbance in the arrangement of classes in these schools.

## HILL SCHOOL.

The discipline of this school is mild but effective. The Reading of the Principal's classes was good; Spelling excellent; the lower classes, however, under the charge of the Assistant, did not stand as high in these branches as we had wished. The first class in Arithmetic passed a fair examination; in Geography a marked improvement was noticed.

**THE MERRIMAC SCHOOL**

Has been organized but one term, i. e., three months, under the charge of Mrs. E. P. Spooner. The Spelling was unsurpassed by any other school. The general order of the school is good. It is hoped that it will take a high rank among the other schools of this grade.

**PARKER STREET.**

The Reading of the first class was inferior, the scholars failing in correct articulation, and in proper modulation. In Spelling, this school ranks low. The exercises in Arithmetic were quite satisfactory; also those in Geography. Some allowance should be made in the examination of this, and the following school, from the fact that the district lines were changed in the Fall term, thereby introducing many new scholars who have had but three months instruction from their present teachers.

**MAXFIELD STREET.**

The reading of the higher classes at the close of the Spring term was very good. The exercises in Spelling fully equal to any other school. In Arithmetic this school stands No. 1.; in Geography, however, the classes did not show that proficiency which was expected. The order both in the Principal's and Assistant's department was commendable.

**KEMPTON STREET.**

This school at the present time is the largest of its grade. The Reading was satisfactory; Spelling very good; Arithmetic fair; Geography very good.

**CHARLES STREET.**

The first and second classes read very well, articulating the more difficult combinations of letters with much correctness. The Spelling was fair; Geography good. No examination was made in Arithmetic. Neatness and order prevail in this school.

**WILLIAM STREET.**

This school fully sustains the high rank which it held during the last year. The order is good, and the room always neat. The Reading, both in correct articulation, and modulation, is unsurpassed by any other school. The exercises in Arithmetic and Spelling were creditable; in Geography very good.

**BUSH STREET.**

The Reading in this school was very good, the articulation distinct and correct. The Spelling fair; Arithmetic and Geography entirely satisfactory. This school merits better accommodation than it now possesses, and it is earnestly desired that the building adjoining and recently occupied by the Grammar School, be immediately fitted to meet the wants of this school.

**SIXTH STREET.**

There was no examination made in Arithmetic at the close of the Fall term; at an examination in the Spring term, however, the classes appeared well in this department. The exercises in Spelling and Geography were fair; the Reading very good. In neatness and order this school is not behind any other.

**DARTMOUTH STREET.**

The various exercises in Reading, Spelling, and Geography were good. No examination was made in Arithmetic. The rooms are generally neat and the school orderly.

**GROVE.**

A satisfactory report is made of Reading and Spelling; Arithmetic stands fair; in Geography this school ranks low.



**MARKET STREET.**

This school was continued but *two* terms of the present year. It was originally established as a temporary relief to the crowded state of the William Street school, and when that difficulty was removed by the organization of the Merrimac Street school, it was discontinued. No special examination was made in the various branches taught. The general appearance of the school, however, was creditable to the teacher.

From the Committee who had the particular oversight of the department of Geography, we learn that the schools have made marked progress in this branch of study; the "general promptness and correctness of the answers showing that the teachers had taken much pains to instil in the minds of the scholars the necessity of understanding the subject."

We are pleased to notice also, that more attention is being paid to the subject of Reading than formerly, on the part of the teachers, many of whom are devoting more time to correct articulation of the elementary sounds of vowels and consonants, and difficult combinations of the same, as well as to modulation, &c. This is a very good move in a good place, for here perhaps, rather than in any other place, do we find the greater aptitude to acquire correct utterance, which is the foundation of all good reading and spelling.

The subject of Spelling, which has heretofore been regarded by some of the teachers as of minor importance, though wrongly so regarded we think, is now receiving a good share of attention in these schools, and consequently a number of them have made a marked proficiency in this branch of study.

There has been no regular teacher of Music in these schools for the past year, a fact which is to be regretted, nevertheless, we have frequently heard good singing in several of the schools, particularly in the William, Bush,

Sixth, and Maxfield Street schools, in one of which neither of the teachers being singers themselves, one or more of the Misses take the lead.

This grade of schools is a highly interesting one, and the position which they hold, as a whole, reflects much credit upon the teachers, who, without exception, appear to be devoted to and interested in their work.

Respectfully submitted.

ELIPHALET Wms. HERVEY,

*Chairman of the Intermedial School Committee.*

## GRAMMAR SCHOOLS.

These schools have received the usual amount of time and attention of the Committee during the year now closing. Examinations have been made from time to time of sufficient thoroughness to enable the Committee to obtain a definite opinion of the condition of each school which is herein after presented. The number of Grammar Schools has been reduced during the year. The Bush street and Dartmouth street Grammar Schools have been united with pupils from other schools to form the Grammar School which occupies the new school-house on Fifth street.

This new Grammar School is established upon a system of organization which has received approval in large cities for its superior efficiency and economy. In constitution and mode of conduct, it differs essentially from the other Grammar Schools. The pupils are here arranged in separate rooms, where they will remain constantly for study and instruction until advanced to a higher grade, or until they leave school. Those under each teacher are of nearly the same degree of proficiency. The building is adapted to this system of organization; it contains seven school-rooms with clothes closets attached, three rooms upon the second floor, and four rooms upon the first floor, with an entrance hall in the central part of the building, and a corresponding hall upon the second floor. Six of the rooms are furnished with accommodations for 329 pupils. Five of the rooms contain 56 single desks and seats each, and one room contains 49 desks and seats. All of the seats are occupied. The rooms are numbered from No. 1, to No. 6, inclusive, and are occupied by the same number of grades in numerical order, the highest grade, or most proficient pupils occupying room No. 1. A fuller description of this new school edifice will be found in the last annual report. Eight teachers are employed in this school—one male Principal and seven female

Assistants. The Principal has the supervision of the whole school, with the immediate care and instruction of the pupils of the highest grade, assisted by the Sixth Assistant. It is the duty of the Principal to visit the several rooms to give advice and instruction whenever the interests thereof require. Four of the Assistants occupy separate rooms, and two of the Assistants occupy one room, which contains a class of pupils, many of whom are the same, and others similar in character and condition to those pupils that formerly constituted the "Market Square School."

But little classification of these pupils can be made which renders necessary more individual instruction in this room than in the other rooms, where the pupils are so nearly of the same grade that they are taught in two divisions—one division preparing for recitation while the other is reciting. The change from the old to the new organization brings additional care and labor upon the Assistants in this school. When in their former situations, occupying class-rooms, their duty consisted in instructing and governing a class while it was before them for recitation. In their present positions, they have the constant supervision and instruction of all the pupils in the room, at present fifty-six, double the number before them at any time in the class-rooms. This large increase of the number of pupils, however well classified, requires a corresponding increase of labor which should receive an increased remuneration. These Assistants are ladies of experience in teaching, some of whom have filled the most important offices in the school service to the entire satisfaction of the Committee. They all, doubtless, will be able to fulfil the duties of their present office, although experience will prove that some teachers who could sustain themselves in the class-rooms, will signally fail to perform the duties of these more difficult situations.

During the Fall term the fifth Assistant, Miss Smith, was granted leave of absence in consequence of the ill health of her father's family. Miss Elizabeth P. Babcock was selected to fill the vacancy. Miss Babcock filled the office of Assistant in the Principal's room.



In another part of the Annual Report, the economy of the centralization system is shown by a contrast of the expense of teaching the pupils of the Fifth Street school under their present and former arrangements. The efficiency of this system is not so readily manifest.

This will require the work of more time. Still greater efficiency and economy can yet be attained in this school by a further concentration of pupils to increase its size. The older pupils of the Intermedial Schools within the limits of the new school district, and also a majority of the pupils of the Grove Grammar School should be taken to form a part of the Fifth Street school. This is in accordance with the plan of the school, and the change should be made as soon as practicable. This increase of the number of pupils will furnish additional means for a better classification, which will increase the efficiency of the school. Within certain limits, the greater the number of pupils of nearly the same grade, the more perfect can be the classification and the more efficient will become the school. The new school-house can readily be made to accommodate 100 more pupils, by furnishing the large unoccupied room with desks and seats. The schools to which reference has been made, will furnish a sufficient number of pupils to occupy the additional accommodations. This change will require the re-construction of all the schools in the south part of the city, and the discontinuance of some of them.

The new system of organization, when fully carried into effect, will require a new arrangement of the lower grades of schools, and the discontinuance of the Intermedial grade. The older pupils of this grade will be included in the Grammar Schools, and the younger pupils in the Primary grade.

The schools will then constitute three grades, the same number as in those cities where this system has been adopted with the greatest success.

At the commencement of the Winter term a change was effected in the Grove schools by transferring the pupils of the Intermedial School and intermingling them with the pupils of the Grammar School. Each school contained about 50 pupils,

with two teachers in the Grammar School, and one teacher in the Intermedial School. The teacher of the latter school fills the office of second Assistant in the former school. This change affords increased facilities to the pupils of the Intermedial School.

But few changes of teachers have occurred in these schools within the past year. Two Assistants have been transferred to situations in other grades of schools, and one teacher, Miss Mason, resigned her office of second Assistant in the Parker Street school at the close of the Fall term, to engage in the same profession in a neighboring city. Miss Mason is a good teacher and she leaves with our best wishes for future success in her new field of labor.

The Committee in making their report have found their labors lightened by the very full report of last year, in which theories of teaching, and matters of general interest to the schools, were discussed with so much minuteness of detail, as to leave little necessary to be said at present upon topics of a general character.

The several studies pursued in these schools were assigned to the Committee to examine and to report, as follows: Geography to Mr. Stowe, Arithmetic to Mr. Durfee, Algebra to Mr. Hervey, History to Dr. Swasey, Reading and Spelling to Messrs. Bonney and Clarke, and Grammar to Mr. Gleason. The reports submitted by the several members of this sub-committee are herewith subjoined.

Respectfully submitted.

A. L. GLEASON,

*Chairman Grammar School Committee.*

### READING.

This important branch has not received the attention it merits. Reading, although the highest acquisition of our schools, is the most poorly taught of any of the studies. We are convinced by observation and experience that poor readers are almost universally poor scholars. Let it be remembered that reading is the inlet to our minds of the sublime thoughts of the gifted and good in all ages, and that

without not only an ability to read, but a love of reading, our children cannot converse with the best minds. One great defect in the method of teaching this branch is this: scholars are permitted to read the master-pieces of English composition, the highest productions of the drama, and the loftiest inspirations of poetry, with a mere mechanical articulation of words, having scarcely the faintest comprehension of the ideas or sentiment of the author. It is vain to expect a pupil to read well what he does not thoroughly understand. It is desirable that the scholars should study more carefully the pieces selected, and endeavor by proper inflection and emphasis represent the sentiment of the author in the most pleasing and forcible manner.

In examining the various classes in the Grammar Schools, we observed too much monotony and disagreeable formality in this exercise. We attribute it partially to failure in understanding the sentiment of the author, but chiefly to a lack of interest in the subject-matter read and in the exercise itself.

We recommend to teachers the practise of reading to their classes the piece selected for study. The round, clear and distinct enunciation of the instructor, touching with varied intonation and graceful emphasis each shade of meaning, begets in every scholar the zeal for imitation, which ends in accomplishing the desired object. In some of the cities of our Commonwealth, a master of elocution is employed to give occasional instruction in this branch, and it is much to be desired that a higher interest in this exercise might thus be awakened in our schools.

We will not attempt to institute a comparison of the schools in this branch; because from the nature of the study it is obviously impracticable. We observed in some of the schools much attention has been given to the subject of articulation; each syllable is pronounced with the utmost distinctness. This is to be commended, as it is the very foundation of good reading; and yet we think, in some cases, this merit is carried to such an extreme that it degenerates to a fault. The sentiment of the author suffers at



the expense of a formal articulation, while the proper intonation and emphasis is entirely ignored. There is certainly need of improvement in all, and we earnestly recommend increased attention to this exercise.

CHARLES T. BONNEY.

### SPELLING.

Your Committee regret to report great deficiency in this branch. This exercise has been too much neglected. We are satisfied from a careful examination, that many of the classes will not compare favorably with the highest classes in the Intermedial grade. The examination in this branch was conducted orally and the following list of words used in examining the higher classes :

|                   |                |             |
|-------------------|----------------|-------------|
| Melancholy,       | Supersede,     | Collision,  |
| Idiosyncrasy,     | Concede,       | Nauseous,   |
| Demurred,         | Jeopardy,      | Rhyme,      |
| Incomprehensible, | Tough,         | Phlegmatic, |
| Egregious,        | Thorough,      | Physician,  |
| Coalition,        | Irrepressible, | Business,   |
| Monosyllable,     | Coercion,      | Sumptuous.  |

Your Committee find in estimating the percentage of correct spelling, that in no one of the schools examined did the average of correct work reach as high as 70 per cent., while in one school it was only 36 per cent. Comment is unnecessary.

CHARLES T. BONNEY.

### GRAMMAR.

During the year the schools have been visited and examined as often as required by the regulations of the Board. In the last Annual Report upon Grammar, the result of one examination made with printed questions was presented in a tabular view, showing the relative and absolute standing of each class in this study. Such a result does not furnish a sure criterion by which to judge the



condition of the school during the entire year. This must be determined by frequent observation of the pupils when engaged in their every-day work of study and recitation, as well as by formal examinations. The examinations have been made during the past year without reference to presenting results in a statistical form. It has been the endeavor of your Committee to ascertain, not only how much the pupils have learned of the theory of grammar and its application in technical parsing and analysis, but also what practical application they could make of this knowledge in the use of language. For this purpose the classes have been required to perform exercises in parsing, analysis, and in the writing of sentences.

The schools, as a whole, are in good condition in this study. Reasonable expectation has been fulfilled. A few classes might claim special mention for eminence, but generally there is no more difference in the condition of classes of the same grade in the several schools than would naturally result from the varying tastes and ability of the teachers to direct and aid their pupils to successful effort.

A change of grammatical text-books was made at the beginning of the year. Tower's Series of Grammars is now used. A more uniform method of teaching this branch is the result of this change, and there is less disparity now between classes of the same grade than formerly, when grammar text-books by different authors were used.

Practical grammar should receive a large share of attention. Exercises in construction and frequent analysis of the language used by the pupils in recitations, afford the best means of teaching it.

A. L. GLEASON.

### GEOGRAPHY.

During the year the Grammar Schools have been examined in this department twice. At the close of the last term, written answers to a list of questions were required of the first class in each school. This enabled your Committee at the same time to judge more satisfactorily of the merits of the classes absolutely and comparatively. Most of the members of these classes were subsequently candidates for admission to the High School, and were then again carefully examined in the same study, thus affording further opportunity of learning their attainments. None of these classes could claim special mention for excellence, though all of them gave evidence of study and drill. The range of questions, however, on which they were prepared to be examined, was exceedingly limited. The text-book which has been used for several years in our most advanced classes in Geography, was designed for schools of the Intermedial grade, and is by no means adequate for the wants of scholars who will not, at school, pursue the study further. Questions were often asked, the ability to answer which is essential to good general information on the subject, which could not be answered by the scholars, and to which no answer was given in the text-book. This defect was so obvious that the propriety of a change was apparent to all. On investigation it was unanimously decided to substitute Warren's Common School Geography, which is now in use, and I believe has given great satisfaction. One advantage, it is hoped, has been thus secured to the classes still continuing in this department. But there are other deficiencies which might be pointed out, and which are seen by none more clearly than by some of our teachers. Your Committee is of opinion that Geography does not receive in our public schools generally, the attention which it deserves and which is essential to success. This appears to be owing not as much to a want of ability on the part of instructors as to a want of preparation for the recitations in that study. This is probably attributable to a want of appreciation of the

science itself. Practically it holds an inferior place in their estimation. It is thought by some to require but little qualification to teach Geography. Many who present themselves as candidates for the office of teacher, frankly admit that they are deficient in a knowledge of even the more common facts contained in the text-books, but they urge that in hearing recitations they shall be aided by the Question-book and Atlas, and so hope to succeed. This is plainly wrong. The result is a great evil. To teach Geography requires careful and patient preparation, no less than to give instruction in History and Arithmetic. To ask the questions printed in the text-book is certainly proper, and to insist upon the memorizing of answers secures an undoubted and no small advantage to the scholar; but asking questions is not teaching, and to require that certain facts shall be committed to memory is not teaching. If the recitation is thus limited a scholar fails, and evidently must fail to gain anything better than the most meagre and unsatisfactory information. His mind, except the faculty of memory, is almost neglected. Many who can readily name the boundaries of a country, its chief towns and rivers, seem to have hardly an idea what that country is—no intelligent idea of what distinguishes its general features from those of other countries—none but confused ideas of its inhabitants and their modes of living. In many instances the knowledge acquired is hardly more valuable than a series of names and numbers. It is obvious that no "Description of the Earth," and of its divisions, is conveyed to the understanding of the pupil, unless he is led to reason upon facts which are made familiar, and to exercise his imagination. He will never be himself able to describe places and objects, if he does not form a picture of them in his own mind. For this he needs the assistance of a Teacher. To enable a pupil to form clear and correct conceptions of the general appearance and the peculiarities of various countries, such conceptions of the inhabitants too, as will lead him to think of them intelligently as of real men and women, is essential to a Teacher's success. The method of accomplishing this is obvious.

*The Teacher himself must first gain such conceptions.* He must have a familiar acquaintance with the discoveries and descriptions of travellers who tell us what they themselves have seen. Every recitation in Geography should secure to the scholar something of the fruits of such research. It will cost labor, but it is the cost of teaching. It cannot be evaded without making instruction in this department little better than a farce.

T. STOWE.

### U. S. HISTORY.

The hand of time points again to the close of another year, and we are called upon, so far as we are servants of the people, for a true report of the discharge of duties committed to our care; be they large or small.

Two general examinations of nearly all the classes in U. S. History in the Grammar schools in the city, have been held during the year; the first at the close of the Spring term; the second, at the close of the Fall term and year, in November. The examinations were more thorough than the reports will be explicit, as some general statements only of the comparative standing of the classes will be here presented.

A small class under the care of Mr. Wm. A. Barrell, in the Acushnet school, was examined in May, and the result of the examination as satisfactory as could reasonably be expected, when it is remembered that this school has never been overburdened with the attention of the Committee in this, and perhaps some other studies. No examination was held at the close of the Fall term.

In the Parker Street school, two classes, all that were in the school at the time under Mr. Hervey's care, gave evidence of the interest ever manifested here, both by teacher and scholar, in this study. The recitations were very satisfactory generally, and I found a few excellent scholars in the two classes. This was at the Spring exam-



ination. That held in the Fall was not so good—quite a falling off from most of the examinations held here for the last few years.

I examined the first class in the Middle Street school, under the care of Mr. J. S. Barrell, in May. It was quite a large class, and was, I think, as good as any I have ever found in this school. Two were examined in November. The first was quite large, the second small—neither of these appeared as well as the one examined in May.

One class in the Bush Street Boys' school, under Mr. Hutchinson, examined in May, passed a good examination.

The classes in the Grove school, under Mr. Lincoln, have been small during the year, and do not compare very favorably with most others in the city. This is true, not of this year only, but for most of the time that I have had charge of this study. It may be owing in part to the fact that the classes have generally been small, for I have almost invariably found that the larger the class, the better the examination. I do not know as it is true in other studies, but in this it seems that numbers give increased interest, emulation and confidence. I am quite sure, other things being equal, that a class of twenty-five will give a higher average of correct answers than a class of eight or ten.

I found the first class in the Charles Street girls' school, under the care of Miss Osgood, as good as any one I have ever examined in this school. The recitations were excellent, and gave conclusive evidence of thorough teaching. It was quite a large class. Those examined in November were not as good as the one just reported.

I was very much disappointed in the first class in the Bush Street Girls' school I examined in May. I have usually found excellent classes in this school; but the one now spoken of was the poorest I have ever found here. And I found at the May examination in the Dartmouth Street school, a class made up of the extremes of very good and very poor scholars in History.

The last two classes named, together with that in the Bush Street Boys' school, were merged in the Fifth Street

school, at the commencement of the Fall term. They fell under the care of Mr. Hutchinson and Miss Robinson, and were examined in November. Those under Mr. H., composed of boys and girls, passed a most excellent examination, perhaps the best I have ever found in any school at any time. There was one noticeable feature of improvement in the respectful bearing of the boys, that was very pleasing—for however correctly the boys in the old Bush Street school may have answered questions put to them, they often did it in a very rude and graceless manner, producing anything but a favorable impression upon the mind of the Committee. A very large class, under Miss Robinson's care, examined in November, appeared very well.

Nearly all of the higher classes have been through with Lossing's larger history for schools; the lower classes have been partly through this, or wholly through the Primary History. So much in detail of the different schools and classes.

Before closing this, my last report of this study, I ask indulgence in making a few general remarks concerning it. Five years ago I made, by assignment, my first examinations in it, and it has continued under my care as examiner, since. I found a very large number of scholars attending to it, and generally with a satisfactory result. Still I thought a little something more might be done advantageously in adding increased interest to it. I asked the scholars to think of the subject outside of lesson hours, and seek for information from other sources than the text-book. Much benefit has followed my suggestions, and I regret only that I have not been able to do more. I am pleased in saying that I have ever found the teachers cheerfully and faithfully carrying out my ideas. The result is a decided and perceptible improvement, so that now I think it can be said without much doubt, that there is not a town or city in New England where U. S. History is more generally studied or better taught than in the Grammar Schools of New Bedford.

Of its importance I have spoken in previous reports. One additional fact, not before alluded to, suggests itself;

it is this: I think there is not a study pursued in this grade of schools, where the scholars are allowed such latitude of expressing their own ideas in answers as in this. They are not compelled to repeat the words of the text-book. This leads to a choice of words, thus giving them an enlarged command of language.

Of the importance specifically belonging to it, little need be said. No one at the present time, I think, will question it. The present unhappy condition of our country would seem to show conclusively the necessity of a thorough knowledge of its history, past and present, so that we may not fail of being true to ourselves as Americans, and that we may learn well our rights and duties as good citizens. And I hope that every child in our schools will learn it so well, that the intellectual knowledge thus gained will create in his young heart a love of our common country and the Union, so great and pure, that it shall be equalled only by his eternal hatred for its foes abroad, and his unrelenting detestation of the fiend-hearted traitors at home.

Respectfully submitted.

CHAS. L. SWASEY.

## COUNTRY SCHOOLS.

The Country Schools having experienced but few interruptions by a change of Principals, remain in much the same condition as reported the past year; and while in the aggregate they furnish evidence of good government, as well as of good instruction, a few remarks upon the standing of each, in the estimation of the Committee, may at the present time be proper.

The Cannonville School fully maintains its former position. The examination at the close of the Fall term was satisfactory, and the Principal, Miss Sarah Crane, appears to have secured the respect of her pupils, and the confidence of their parents and guardians.

The Primary department, under the management of Miss Carrie J. Spooner, may also be reported in a favorable condition.

The School at Haskins Corner is the largest of the Country schools. At the examination the classes made a commendable appearance in most of the studies, and a most satisfactory one in Arithmetic. The difference in the ages of the pupils in this school is such as to require the formation of twenty-two classes in the several branches taught; and the consequent limited amount of time devoted to each, has caused a degree of dissatisfaction on the part of some of the parents, and at the same time has imposed on the Principal arduous duties, with which the Committee at times have felt her health and strength were not commensurate. In the change recently effected by the appointment of Miss Phebe T. Howland to the Principalship, it is to be hoped that pleasant relations may exist between teachers, scholars, and parents, and at the same time the advancement of the pupils be secured.

The school at Perry's Neck, though small in numbers, is in a prosperous condition. The Principal, Miss Eliza H. Clarke, has secured the affections of her scholars and the



co-operation of their parents. The late examination was more satisfactory to the Committee than any they have witnessed there for a series of years. While the mind has been instructed, neatness in the school-room and the entire premises without, has been preserved, and a *taste* for the *beautiful* cultivated in a neatly arranged flower garden in the young ladies' yard, which still retains its *symmetry* and much of its freshness amid the *chilling blasts* of November.

The North School, under the principalship of Miss Mary B. Grinnell, is also limited in numbers, yet a model of order and neatness. Through the greater part of the year the members of this school are young, resembling somewhat the pupils of a primary class, while in the Winter it receives an accession of scholars of more advanced years. At the examination, the sprightliness of the scholars, and their ready manner of answering questions gave evidence of correct instruction, as well as of native talent.

The Acushnet School, under the principalship of Mr. William A. Barrell, assisted at the present time by Miss Narcissa Y. Chase, still retains the position it occupied at the last annual report. The thorough acquaintance of the scholars with the several branches taught, was fully shown at the examination at the close of the Fall term, and while much might be said in the way of commendation, your Committee are content to state their belief, that in the past history of the school will be found a sufficient guarantee for its future progress.

The character of the Belville School is similar to those of its class already mentioned. At the close of the Winter term, Miss Helen M. Hewins was succeeded by Miss Ursula C. Gwynneth, under whose instruction the school appears to be making satisfactory progress—one from their number having entered the High School at the commencement of the Winter term, while others are preparing for admission with the next class. In addition to singing by the scholars, the *rules* of Music are also taught by the Principal twice in each week by lessons of thirty minutes each.

The school at Clark's Point, Miss Statira W. Conner,

Principal, differs but slightly from those of its class in other localities. The examination was limited. The order and quietness was not as conspicuous as the Committee would desire, though nothing *malicious* was manifest on the part of the pupils. A portion of the time was occupied in suggesting to the Principal a definite course of action; and as improvements have recently been made by painting the house and reseating the same with modern furniture, it is the desire of the Committee that this school may take rank with those of its class, both in government and advancement in the several branches taught.

H. R. WILCOX.

## HIGH SCHOOL.

## PHYSICAL GEOGRAPHY.

I have examined two classes in this study, during the year; one of twenty-seven scholars in May, and one of sixty in November; both under the instruction of Miss Fox. The one in May passed a better examination than that in November. Perhaps this was owing very much to the difference in numbers. The larger class having to be divided, and as a matter of necessity, receiving less attention from the teacher than the smaller. The examinations in this branch have been on the whole quite satisfactory. It is true that the scholars have not in all cases shown as desirable a familiarity with the science in their observation of things about them pertaining to it, as could be wished. Perhaps, however, I may have expected more than was really reasonable. I have before spoken of the deficiency of the text-book; as this is now changed for a better one, I trust there will be an equal improvement of the scholarship.

I am very sorry here to speak unfavorably of the deportment of the class in May. There was not that quiet, respectful bearing among some of the young gentlemen, for such they ought to consider themselves, that one may reasonably expect to find in a school of this character. I hope that all the pupils in this school will not forget to cultivate true politeness and refinement of manners, while they are improving the mind.

## PHYSIOLOGY.

I found no class in this study in May, but examined a small one under the instruction of Miss Hawes, in November. This is the first class I have ever found here in this study, in the order of studies prescribed for this school. The recitation was very fair, and the instruction by the teacher has been faithful, I believe.

I am very sorry to make any complaint about this study in the High School. But surely it has not received the at-

tention due to it here. If it is not considered a profitable study, strike it from the course; if it is, why not then give it the attention due to it? And then again, if it is to be studied, I hope the Committee will put a suitable text-book into the school. If there is anything that I am heartily sick of in the name of text-books, it is that class known as "Physiologies for Schools." I would as soon set a hungry man down to eat the bill of fare, instead of the meal, and expect him to be satisfied, as expect to derive positive practical good from this study as it is generally managed in our schools. If it is fit and proper that it should be taught there, then surely it is important that something more practical and profitable should come of it. If it is ever true that "a little learning is a dangerous thing," I think here, a little learning is a very *useless* thing. Make something more of it, or fill its place with something better. Put in a book more thorough and complete, that shall be read carefully and understandingly, in place of those now used, where much useless detail has to be committed to memory. Do something more and better, or nothing with it. I do not suppose my views will be favorably received by most of those interested in this subject; indeed, I know they will not; but I am decidedly of opinion that there should be a change in our ideas about it; that we should lay aside our prurient and squeamish notion and mock modesty concerning it.

I have not examined any class in Smellie's Philosophy of Natural History, as there has not as yet been any formed; the study having been introduced during the present year into the course of studies for this school.

Respectfully submitted.

CHAS. L. SWASEY.

## NATURAL PHILOSOPHY, ASTRONOMY AND CHEMISTRY.

In Natural Philosophy there are four classes. The third and fourth classes are united in this study and form the most advanced class. They have completed their text-book, (Parker's Philosophy,) which contains a brief epitome of



**Astronomy.** The fifth class have advanced to hydrostatics, the sixth class nearly as far, and the seventh class have advanced to the subject of specific gravity.

These classes were examined upon such topics as each had studied. They gave evidence of study and thorough teaching, and showed generally, a fair knowledge of such facts and principles of this science as are contained in such parts of their text-book as had been passed over. A want of uniformity in scholarship and general appearance among the members of some classes was noticed, which in some instances presented a marked contrast. The fifth and advanced class presented the most uniform scholarship.

In Astronomy there is one class. Their familiarity with such principles of this science as are treated of in their text-book, showed that the pupils had been interested and profited by this study.

In Chemistry there is one class. It is composed of the first and second classes united. They have not completed their text-book, having advanced no further than the metals. Their examination was very satisfactory, affording evidence of good scholarship in this branch.

A. L. GLEASON.

### GEOLOGY, BOTANY AND FRENCH.

The study of Geology was pursued by the graduating class under the tuition of the Principal. The answers were generally prompt and correct, showing a fair acquaintance with the principles of the science.

The class in Botany, under the charge of Miss Tobey, was composed wholly of girls; had there been a fair proportion of the other sex, there would have been, without doubt, a greater zeal manifested in this highly interesting and instructive science. Another fact which proved to be a hinderance to the class, was that the text-book selected by the Committee was deficient in matter for scholars of this age. This fact will be immediately brought to the notice of the Committee on Text-Books, who, doubtless, will make a more judicious selection for the next class.

There have been two classes in French during the year, one taught by Miss Tobey and the other by Miss Hawes. We are pleased to notice a commendable zeal on the part of many of the scholars to acquire the accomplishment of a modern language in addition to the regular course of the school; this branch being designated in the "Regulations of the Schools," as "optional and *extra*." Miss Tobey's class of beginners had advanced to the fortieth lesson of Fasquelle's French Course; Miss Hawes' class had read nearly through Mne. De Stael's *Corinne*. This class translated with much facility the more difficult passages of this work, and evinced a good acquaintance with the grammatical construction of the language. The pronunciation of both classes was quite good.

ELIPHALET WMS. HERVEY.

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## IN BOARD OF SCHOOL COMMITTEE,

CITY OF NEW BEDFORD, Jan. 19, 1861.

At a meeting of the School Committee held this day, on motion of Rev. I. H. Coe,

*Voted*, That the thanks of this Board be tendered to the Chairman and Secretary of this body, for the gentlemanly and impartial manner in which they have discharged the duties of their respective stations.

A true copy of the above vote.

WILLIAM HOWE, *Secretary*.

# BOARD OF SCHOOL COMMITTEE FOR 1861.

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## Ward One.

|                     | Time to Serve. |
|---------------------|----------------|
| W. G. E. POPE,      | 1 year.        |
| T. RUGGLES CUSHMAN, | 2 "            |
| L. G. HEWINS,       | 3 "            |

## Ward Two.

|                |         |
|----------------|---------|
| E. W. HERVEY,  | 1 year. |
| E. R. GARDNER, | 2 "     |
| C. W. HASKINS, | 3 "     |

## Ward Three.

|                    |         |
|--------------------|---------|
| CHARLES L. SWASEY, | 1 year. |
| TIMOTHY STOWE,     | 2 "     |
| H. G. KEMPTON,     | 3 "     |

## Ward Four.

|                 | Time to Serve. |
|-----------------|----------------|
| G. W. STEARNS,  | 1 year.        |
| H. B. CLARK,    | 2 "            |
| EDWARD P. ABBE, | 3 "            |

## Ward Five.

|               |         |
|---------------|---------|
| WILLIAM HOWE, | 1 year. |
| C. C. SAYER,  | 2 "     |
| C. T. BONNEY, | 3 "     |

## Ward Six.

|               |         |
|---------------|---------|
| P. T. KENNEY, | 1 year. |
| H. T. WOOD,   | 2 "     |
| I. H. COE,    | 3 "     |

## Organization of the Board.

TIMOTHY STOWE, *Chairman.*

WILLIAM HOWE, *Secretary.*

ABNER J. PHIPPS, *Superintendent.*

## Standing Committees.

*On High School*—Stowe, Bonney, Hervey, Pope, Swasey.

*On Grammar Schools*—Bonney, Abbe, Stearns, Wood, Gardner.

*On Intermedial Schools*—Pope, Clark, Coe, Kempton, Hewins.

*On Primary Schools*—Sayer, Haskins, Kenney, Howe, Cushman.

*On Country Schools*—Swasey, Cushman, Kempton.

*On Examination of Teachers*—Stowe, Bonney, Pope, Sayer, Swasey.

*On Text-Books and Library*—Stowe, Stearns, Bonney, Swasey, Hervey.

*On Alms-House School*—Wood, Coe, Swasey.

*On Accounts*—Stowe, Wood, Kempton.

*On Expenditures*—Timothy Stowe; Ward 1, W. G. E. Pope; 2, E. R. Gardner; 3, H. A. Kempton; 4, E. P. Abbe; 5, Wm. Howe; 6, H. T. Wood.

IN BOARD OF ALDERMEN, January 5th, 1861.

Accepted and ordered to be printed, and sent down for concurrence.

SANFORD S. HORTON, *City Clerk*.

IN COMMON COUNCIL, January 5th, 1861.

Concurred.

I. M. RICHARDSON, *Clerk*.



# ANNUAL REPORT

OF THE

## SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD.

1861.

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NEW BEDFORD:  
FESSENDEN & BAKER, CITY PRINTERS,  
NO. 92 UNION STREET.  
1862.



## REPORT.

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THE School Committee of the city of New Bedford present the following Report of their labors and of the condition of the Public Schools for the year 1861.

Immediately after their organization they proceeded, in accordance with the ordinance of the City Government, to elect a Superintendent. In filling this new office they were well aware how much would depend upon the manner in which its duties should be discharged by the first incumbent. This led to much inquiry and consultation, and a free discussion of the merits of various candidates. The gentleman chosen was Mr. Abner J. Phipps, who has been long and well known in this city as a practical and eminently successful teacher. As was anticipated, he readily adapted himself to his new sphere of duty, and has labored with a zeal and a singleness of purpose which have justified the confidence reposed in him. To him have been intrusted, under the direction and control of the Board, the care and supervision of the schools, and consequently the principal labor of visiting and examining them. Nearly the whole of his time, including a portion of the vacations, has been devoted to their interests, and to his Reports we may refer for information respecting them. The duties previously performed by the Committee on Admissions have also been transferred to him. For this purpose, and for the convenience of all who may wish to consult with him, an

office has been provided where he may be found at regular hours other than the school hours. It has also been made his duty to attend the meetings of the Board to communicate such information as may be desired respecting the condition of the schools, and such suggestions as in his judgment will tend to promote their interests.

It will need but little reflection to satisfy any one that the duties thus assigned call for energetic and untiring efforts on the part of the Superintendent, and afford the opportunity for greatly increasing the efficiency of our system of common school instruction.

It is of course too early to attempt to speak from observation of all the benefits which have been actually secured to the community by this change in the supervision of the Public Schools. It is still an experiment. Yet the Board unanimously concur in the opinion, that thus far there has been no reason whatever to doubt the wisdom of the measure, on the contrary, there is abundant and increasing reason to believe that a want which has been long apparent and so often urged upon the attention of the City Government and community is now satisfactorily met.

At the commencement of the year it was judged expedient to adopt a new plan for the management of the expenditures in this department. A Committee was accordingly chosen consisting of the Chairman of the Board and one member from each Ward, to whom were intrusted the superintendence of the school property, and the necessary arrangements for furnishing text-books as required by the General Statute.

A material reduction in the amount of the appropriation by the City Council for the support of schools, has compelled the Board during the year to practise the most rigid economy. They have cheerfully endeavored



to co-operate with the aim of the Government to lessen the burden of taxation upon the community, as far as consistent with the best interests of the community itself. It is believed that a thorough inspection and candid judgment of the course which has been pursued would be satisfactory to most. It is easy to conduct the schools with a diminished appropriation, but to do it in such a manner as to occasion the least possible evil is not easy.

The following is a statement of the amount of bills approved during the year by the Committee on Accounts. It is believed that the amount of those now outstanding is no larger than at the beginning of the year.

|                                                    |   |   |   |   |   |   |   |   |             |
|----------------------------------------------------|---|---|---|---|---|---|---|---|-------------|
| Salaries of Teachers                               | - | - | - | - | - | - | - | - | \$32,704.44 |
| Books and Printing,                                | - | - | - | - | - | - | - | - | 1,039.36    |
| Alterations and Repairs,                           | - | - | - | - | - | - | - | - | 881.46      |
| Furniture, &c.                                     | - | - | - | - | - | - | - | - | 276.45      |
| Heating Apparatus,                                 | - | - | - | - | - | - | - | - | 712.73      |
| Fuel,                                              | - | - | - | - | - | - | - | - | 1,584.50    |
| Sweeping, Making Fires, &c.                        | - | - | - | - | - | - | - | - | 1,223.23    |
| Cleaning and Whitewashing,                         | - | - | - | - | - | - | - | - | 516.36      |
| Miscellaneous, including Salary of Superintendent, | - | - | - | - | - | - | - | - | 1,269.82    |
|                                                    |   |   |   |   |   |   |   |   | <hr/>       |
|                                                    |   |   |   |   |   |   |   |   | \$40,208.35 |

In judging of these expenditures, and comparing them with those of previous years, there will be apparent a great reduction. The amount of bills approved by the Committee on Accounts in 1860, was \$44,018.90, and each of the five years next preceding the amount was still greater. A part of this difference, however, has been saved by postponing repairs on school buildings, which in the coming year will be absolutely needed.

The following schedule contains the names of all the schools, of the teachers at present employed in them, and also a statement of average attendance of scholars, &c.

| SCHOOLS.                                   | Av. number entered. | Av. number belonging. | Average attendance. | Per ct. att. | TEACHERS<br>now in service.                                                                                                                                                                                                                                                                                                                                                                                                                        | Salaries<br>per annum.                                                                                                                   |
|--------------------------------------------|---------------------|-----------------------|---------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>HIGH SCHOOL.</b> } Males,<br>} Females, | 71<br>101           | 68<br>97              | 64<br>83            | 95<br>89     | Charles P. Rugg,<br>Ivory S. Cornish,<br>Eliza H. Tobey,<br>Sallie W. Fox,<br>Susan A. Osgood,                                                                                                                                                                                                                                                                                                                                                     | \$1200<br>1000<br>500<br>350<br>350                                                                                                      |
| Total in High School,                      | 172                 | 165                   | 147                 | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>GRAMMAR SCHOOLS.</b>                    |                     |                       |                     |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>FIFTH STREET,</b>                       | 330                 | 297                   | 272                 | 91           | Sylvander Hutchmson,<br>Hannah B. Robinson,<br>E. Emily Cushman,<br>Mary A. Sanford,<br>Betsey B. Winslow,<br>Mary E. Smith,<br>Lydia A. Post,<br>Sophia E. Haffards,<br>Ebenezer Hervey,<br>Jane M. Gardner,<br>Eliza C. Lewis,<br>Elizabeth P. Spooner,<br>James S. Barrell,<br>Abby A. K. Howard,<br>Elizabeth P. Vincent,<br>Cornelia A. Rounseville,                                                                                          | 1000<br>300<br>300<br>300<br>300<br>300<br>300<br>200<br>1000<br>300<br>275<br>275<br>1000<br>300<br>275<br>225                          |
| <b>PARKER STREET,</b>                      | 167                 | 155                   | 146                 | 95           | Julia H. Osgood,<br>Susan B. Cornish,<br>Charlotte E. Wheeler,<br>Nehemiah Lincoln,<br>Abbie S. Tobey,<br>Jane C. Thompson,<br>William A. Barrell,                                                                                                                                                                                                                                                                                                 | 500<br>300<br>225<br>1000<br>300<br>300<br>650                                                                                           |
| <b>MIDDLE STREET,</b>                      | 188                 | 172                   | 166                 | 96           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>CHARLES STREET,</b>                     | 134                 | 119                   | 114                 | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>GROVE,</b>                              | 121                 | 106                   | 96                  | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>ACUSHNET,</b>                           | 59                  | 53                    | 47                  | 90           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| Total in Grammar Schools,                  | 999                 | 902                   | 841                 | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$9,925                                                                                                                                  |
| <b>INTERMEDIAL SCHOOLS.</b>                |                     |                       |                     |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>HILL, three terms,</b>                  | 35                  | 33                    | 30                  | 90           | Helen M. Gordon,<br>Anna L. Kempton,<br>Annie R. Commerford,<br>Sylvia A. Chase,<br>Eliza J. D. Shepherd,<br>Martha A. Hemenway,<br>Emma R. Wentworth,<br>Jeannette P. Hunter,<br>Mary S. Lewis,<br>Clara D. Cory,<br>Lucinda C. Perry,<br>Mary E. Savery,<br>Mary B. Gooding,<br>Annie E. Sanford,<br>Mary E. Allen,<br>Maria L. Whitney,<br>Sarah D. Ottiwell,<br>Charlotte C. Carr,<br>Almena M. Hathaway,<br>Eliza A. Sisson,<br>Mary A. Post, | 325<br>275<br>375<br>250<br>325<br>275<br>375<br>250<br>375<br>250<br>375<br>250<br>250<br>375<br>250<br>250<br>250<br>250<br>325<br>275 |
| <b>MERRIMAC STREET,</b>                    | 88                  | 77                    | 72                  | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>PARKER STREET,</b>                      | 95                  | 86                    | 80                  | 91           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>MAXFIELD STREET,</b>                    | 101                 | 96                    | 81                  | 83           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>KEMPTON STREET,</b>                     | 114                 | 126                   | 113                 | 89           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>CHARLES STREET,</b>                     | 111                 | 98                    | 87                  | 89           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>WILLIAM STREET,</b>                     | 129                 | 120                   | 108                 | 89           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>BUSH STREET,</b>                        | 102                 | 89                    | 81                  | 90           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>SIXTH STREET,</b>                       | 140                 | 124                   | 113                 | 91           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>DARTMOUTH STREET,</b>                   | 75                  | 67                    | 63                  | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| Total in Intermedial Schools,              | 1017                | 916                   | 828                 | 89           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$6,275                                                                                                                                  |
| <b>PRIMARY SCHOOLS.</b>                    |                     |                       |                     |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>HILL,</b>                               | 92                  | 78                    | 68                  | 86           | Eleanor Commerford,<br>Kate Commerford,<br>Susan E. Brown,<br>Drusilla W. Sears,<br>Mary L. Blake,<br>Abby F. Bryant,<br>Hannah S. Macomber,<br>Annie S. Homer,<br>Ellen S. Kempton,<br>Mary B. White,<br>Judith S. Macomber,<br>Patience R. Almy,<br>H. A. R. Kempton,<br>Sarah H. Hewins,<br>Jane C. Finkill,<br>Elizabeth H. Simmons,                                                                                                           | 325<br>275<br>325<br>275<br>325<br>275<br>325<br>275<br>325<br>275<br>375<br>225<br>375<br>250<br>250                                    |
| <b>MERRIMAC STREET,</b>                    | 110                 | 95                    | 86                  | 90           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>PARKER STREET,</b>                      | 107                 | 90                    | 79                  | 87           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>CEDAR STREET,</b>                       | 150                 | 120                   | 109                 | 90           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>MAXFIELD STREET,</b>                    | 122                 | 102                   | 89                  | 87           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>CHARLES STREET,</b>                     | 131                 | 108                   | 102                 | 92           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>WILLIAM STREET,</b>                     | 149                 | 122                   | 108                 | 88           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |

| SCHOOLS.                        | Av. number entered. | Av. number belonging. | Average attendance. | Per ct. att. | TEACHERS<br>now in service.                                     | Salaries<br>per annum. |
|---------------------------------|---------------------|-----------------------|---------------------|--------------|-----------------------------------------------------------------|------------------------|
| BUSH STREET,                    | 131                 | 118                   | 111                 | 92           | Anna M. Bailey,<br>Sarah E. Field,<br>Deborah D. Ruggles,       | 375<br>250<br>250      |
| SIXTH STREET,                   | 103                 | 88                    | 76                  | 88           | Ruth H. Brady,<br>Sarah H. Cranston,                            | 375<br>250             |
| GRIFFIN STREET,                 | 91                  | 80                    | 68                  | 84           | Cordelia M. Barker,<br>Alma C. Field,                           | 375<br>250             |
| GROVE,                          | 94                  | 76                    | 67                  | 88           | Mary J. Chase,<br>Julia H. Hathaway,                            | 375<br>225             |
| DARTMOUTH STREET,               | 94                  | 77                    | 71                  | 90           | Harriet P. Cushman,<br>Amanda M. Pierce,                        | 325<br>275             |
| ARNOLD STREET,                  | 33                  | 29                    | 26                  | 91           | Susan M. Tompkins,                                              | 300                    |
| Total in Primary Schools,       | 1407                | 1183                  | 1060                | 88           |                                                                 | \$8,375                |
| <b>COUNTRY SCHOOLS.</b>         |                     |                       |                     |              |                                                                 |                        |
| NORTH,                          | 26                  | 24                    | 18                  | 75           | Mary B. Grinnell,                                               | 350                    |
| PERRY'S NECK,                   | 25                  | 21                    | 20                  | 82           | Eliza H. Clark,                                                 | 350                    |
| BELVILLE,                       | 33                  | 29                    | 23                  | 79           | Ursula C. Gwynneth,                                             | 350                    |
| HASKINS' CORNER,                | 45                  | 42                    | 36                  | 85           | Phebe T. Howland,                                               | 350                    |
| CANNONVILLE,                    | 98                  | 74                    | 66                  | 91           | Sarah Crane,<br>Carrie J. Spooner,                              | 350<br>250             |
| CLARK'S POINT,                  | 31                  | 29                    | 25                  | 85           | Celia L. Chase,                                                 | 350                    |
| ALMS HOUSE,                     | 25                  | 20                    | 19                  | 98           | Sarah E. Stoddard,                                              | 250                    |
| Total in Country Schools,       | 274                 | 239                   | 207                 | 85           |                                                                 | \$2,600                |
| <b>EVENING SCHOOLS.</b>         |                     |                       |                     |              |                                                                 |                        |
| Male department for 10 weeks,   | 155                 |                       | 63                  |              | George B. Hathaway,<br>Elizabeth P. Spooner,<br>Mary E. Choate, | \$2.50<br>2.00<br>2.00 |
| Female department for 10 weeks, | 185                 |                       | 86                  |              | Frances G. Hersey,<br>Clara S. Staples,<br>Statira W. Connor    | 2.50<br>2.00<br>2.00   |
| Total in Evening Schools,       | 340                 |                       | 149                 |              |                                                                 |                        |
| Total in all the Schools,       | 4209                | 3405                  | 3232                | 89           |                                                                 |                        |

In connection with the supervision of the schools by the Superintendent, it has been the aim of the sub-committees on the several grades to visit them sufficiently often to judge for themselves of the fidelity and success of the teachers and the Superintendent in the management of them, and also of the progress of the pupils. The following brief special Reports have been presented by these committees:

## PRIMARY SCHOOLS.

The Committee on Primary Schools respectfully submit the following Report. At the commencement of the year the several Primary Schools were allotted to the members of this Committee, for visitation and examination, as follows:—

To Mr. Cushman, the Hill, Parker Street and Cedar Street Schools.

To Mr. Haskins, the Maxfield Street, Charles Street and William Street Schools.

To Mr. Kenney, the Dartmouth Street, Griffin Street, and Grove Schools.

To Mr. Howe, the Arnold Street, Sixth Street and Bush Street Schools.

To Mr. Sayer, the Merrimac Street School, with the supervision of all the Primary Schools.

The duties devolving upon the Committee, as above indicated, have been performed with a good degree of fidelity; most of the schools have been visited once each term, and some of them more frequently as occasion has required.

From the information obtained at these visits, and from the examinations then made, we report, that while there is no school in which a less degree of excellence exists than at the close of the last year, in several, in which at that time certain deficiencies were found, a very perceptible improvement has been made; so that, at the present time, there is no school of which we cannot speak in terms of commendation.

Most of the labor of examination has been performed by the Superintendent, and to his Report to the



Board reference is respectfully made for particulars in relation to the condition of the several Primary Schools.

In behalf of the Committee,

CHAS. C. SAYER, *Chairman.*

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## INTERMEDIAL SCHOOLS.

The attendance on these schools has been materially affected by an unusual prevalence of the measles, and other diseases incident to childhood. It certainly affords evidence of faithful instruction on the part of the teachers, and attentive study by the children, that the schools bear the reputation they have, and that the scholars have been able to pass the examinations with such credit to themselves and their teachers. The examination of these schools at the close of the Fall term was attended to by the Committee on this grade; but the oversight and care through the year have almost entirely devolved on the Superintendent, and on him also rested the examination at the close of the Spring term. In regard to the examination in geography and writing, it should be observed that the scale used, is obtained solely by a comparison of one school with the others examined. The classes in geography passed a very satisfactory examination, while some of the finest individual specimens of penmanship were found in the schools marked lowest in this Report.

## HILL SCHOOL.

This was under the charge of Mrs. E. P. Spooner, from the commencement of the school year till early in October, when it was discontinued, and the more advanced scholars (19) were sent to the Merrimac Street Intermedial, and the remainder (12) placed in the Hill Primary.

EXAMINATIONS. Arithmetic, not equal to last year. Reading and spelling, good. Geography and writing, no examination. General appearance of the school, good.

## MAXFIELD STREET SCHOOL.

EXAMINATIONS. Arithmetic, entirely satisfactory. Reading, good. Spelling, perfect. No examination in geography and writing. Order and general appearance of the school, very good.

## KEMPTON STREET SCHOOL.

This is a large school on the class-room plan. The order may be considered good for the number, but there is room for improvement. This school, as well as some others of this grade, suffers from the attendance of large boys who from their age should be in Grammar Schools, but by attainments cannot rank as well as the average of the scholars here.

## MERRIMAC STREET SCHOOL.

This was commenced last year under the charge of Mrs. E. P. Spooner, but only one room was occupied till the commencement of this school year, when the school was opened on the department plan, under charge of Miss Helen M. Gordon, Principal, and Miss Helen M. Hewins, Assistant.

EXAMINATIONS. Arithmetic, satisfactory. Reading, good. Spelling, very good at close of Spring term, but deficient in the Fall. Of the six schools examined in geography and writing, it ranks sixth in geography, and fifth in writing. General appearance of school, good.

#### PARKER STREET SCHOOL.

EXAMINATIONS. Written arithmetic, fair ; mental, not as good. Reading, very good. Spelling, medium. This school ranks fourth in geography and writing.

#### CHARLES STREET SCHOOL.

The school appeared in excellent order, and every way right. The government is evidently firm, steady and effective, without being harsh or severe.

EXAMINATIONS. Arithmetic, entirely satisfactory. Reading, good. Spelling, excellent. In both geography and writing, ranks No. 1.

#### WILLIAM STREET SCHOOL.

This school is well conducted, and in good condition.

EXAMINATIONS. Arithmetic, very good. Reading, excellent. Spelling, perfect. It ranks No. 2 in geography and writing.

#### BUSH STREET SCHOOL.

This school fully sustains its high reputation as to order, general appearance, and thoroughness in studies.

EXAMINATIONS. Mental arithmetic, excellent ; written, good. Reading, very good. Spelling, perfect. It ranks No. 5 in geography and No. 3 in writing.

## SIXTH STREET SCHOOL.

General appearance of the school, very good.

EXAMINATIONS. Arithmetic, both mental and written, fair. Reading, good. Spelling, excellent. No examination in geography or writing.

## DARTMOUTH STREET SCHOOL.

School orderly and attentive. Scholars cheerful, and ready in recitations.

EXAMINATIONS. Mental arithmetic, fair; written, very good. Reading, good. Spelling, excellent. It ranks third in geography, sixth in writing.

## GROVE SCHOOL.

This Intermedial school has been closed, and the scholars have been placed in the Grove Grammar School.

In behalf of the Committee,

WILLIAM G. E. POPE, *Chairman.*

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GRAMMAR SCHOOLS.

The Committee having these schools under their immediate supervision, have not bestowed upon them that amount of time and attention which has heretofore been devoted to the examination of the various classes, finding themselves relieved in a great measure from this duty by the appointment of a Superintendent at the commencement of the year.



The Chairman of the grade has however made frequent visits and examinations in the course of the year, and has received valuable assistance from Dr. Stearns, who examined in the branches assigned to him. The full and detailed report of the Superintendent with tabular statements embodied therein, showing the relative standing of the first classes in the different Grammar Schools as indicated by the result of the examination for entrance to the High School, renders it unnecessary for your Committee to give more than a brief report of the schools under their charge.

#### FIFTH STREET SCHOOL.

This school was established and has been conducted upon the department plan, and your Committee bear testimony to the eminent success which has thus far attended this system, and believe that the result fully justifies the favorable anticipations formed of this school, in regard to the method of instruction here pursued.

The examinations of the classes indicate a high degree of energy and faithfulness on the part of the teachers, and satisfactory progress on the part of the scholars.

The examination in arithmetic, however, by written questions, failed to show the same proficiency in this branch as in other studies. In geography, grammar and history, the recitations were highly creditable.

The practice in this school of inviting the parents once or twice each term to be present at some general exercise of the whole school, we think an excellent one, and recommend the same to the Principals of our other Grammar Schools.

The recommendations of the Superintendent in regard to physical exercise, have been here attended to with favorable results.

While your Committee believe that Miss Winslow, who has under her charge the ungraded scholars, is meeting with eminent success both in the discipline and instruction of her pupils, yet we think this school would be much benefitted by the removal of this class to a separate school under charge of a male Principal. In this matter our views accord entirely with those of the Superintendent. It is due, however, to a minority of the Committee to state, that they prefer the present arrangement. It is obvious that the standard of all our Grammar Schools would be raised by the elimination of these ungraded scholars.

#### MIDDLE STREET SCHOOL.

The discipline, general appearance and recitations of this school throughout the year, have been highly creditable. The Principal is to be commended for the particular attention he has given to the matter of physical exercise, frequently meeting a portion of his scholars in the evening for the practice of gymnastic exercises, thus contributing to the development of healthy bodies as well as sound minds among his pupils.

The examinations have been highly satisfactory. In geography the recitations showed that the teachers have not confined themselves to the details of the textbook, but have made the study of increased interest by associating it with current events and places made memorable by incidents connected with the present war. In History the answers were given with promptness, and generally with accuracy. The examination of the first class by written questions, in May, did not give so satisfactory a result as did the oral examination which succeeded it.

At the close of the Spring term, Miss Burdon, who had for a long time successfully filled the position of Second Assistant, resigned her situation, and at the commencement of the Summer term Miss Vincent was promoted to that position. Miss Cornelia A. Rounseville was appointed Third Assistant, and has thus far ably filled the position assigned her.

Considering the material of which this Boys' School is composed, and the large number of pupils, Mr. Barrell deserves great credit for the good order and appearance which are so manifest here, and for the respectful deportment of the boys; a result not produced by severity, but by a kind, gentle and firm management.

#### PARKER STREET SCHOOL.

The order and general appearance of this school throughout the year have been good. The examinations generally have been satisfactory, though the first classes have not acquitted themselves as well in history and arithmetic as in other branches.

The lowest classes have not shown that proficiency in their studies which was expected of them. It is hoped that the change of teacher recently made will secure better results in the future.

In teaching geography here, as also in the Fifth Street School, we would recommend a more frequent use of maps.

#### CHARLES STREET SCHOOL.

This school has maintained a good standard, both as regards discipline and instruction, throughout the year.

The examinations in arithmetic and history, in May, showed a fair degree of proficiency in these branches.



In geography and grammar the recitations were highly creditable. During the Fall term Miss Cordelia A. Morton, who has taught to the entire satisfaction of the Committee, resigned her situation as Second Assistant. Miss Charlotte E. Wheeler was appointed in her place.

The Committee take pleasure in testifying to the eminent success which has thus far attended the labors of Miss Wheeler.

It is much to be desired that better accommodations be furnished for this school than the present old and dilapidated building affords, but the necessity of practising a rigid economy, during this calamitous period of war, in our school expenditures, renders an immediate change inexpedient, and perhaps unwise.

#### GROVE SCHOOL.

This is comparatively a small school, the average attendance for the year being ninety-six scholars. With a small number of scholars better results are expected than in large schools, where teachers are obliged to divide their attention among all in attendance.

The examinations in this school have not been altogether satisfactory. In history, the report shows that of the first class only four persons presented themselves for examination out of a class of eight. The answers were given in a hesitating manner, indicating either a want of confidence on the part of the scholars or a lack of thorough understanding of the subject.

The examination in grammar, in November, was excellent, and creditable alike to the teacher and scholars.

Your Committee would call attention to the suggestions of the Superintendent, in his report, in regard to placing this school in the grade of Country Schools.

CHARLES T. BONNEY, *Chairman.*



## HIGH SCHOOL.

At the close of the last term, the Principal of this school, Mr. John F. Emerson, was led, on account of impaired health, to decline a re-appointment. The necessity for this was deeply regretted, and a resolution, acknowledging his long and eminent services, was entered upon the records of the Board.

The retirement of Mr. E. from his position as teacher in our public schools, calls for more than a mere mention of the event. For thirty-six years he has served this community by promoting its educational interests. Having become well known as a teacher in the Friends' Academy, when the High School was established he was appointed its Principal, and continued to act in that capacity until the end of the school year which has just closed. It has not been left to us to decide upon the value of these services, for they are widely known and have been often acknowledged. His continuance in office for so long a period, is itself a signal token of public confidence. The uniform testimony of this Board to the ability and fidelity, manifested in the discharge of his duties, is sufficient evidence that he has deserved his reputation. The respect and esteem cherished for him by hundreds among us—many of them already filling stations of wide influence and honorable trust—who have enjoyed his instructions and have been most observing witnesses of his labors in the school room, are the noblest monument to his merit. He bears with him into his retirement our best wishes for his restoration to health.

The situation thus rendered vacant has been filled by the appointment of Mr. Charles P. Rugg, recently Principal of the High School in Fairhaven. Mr. R. has been

well known to many in this vicinity, and has enjoyed a high degree of confidence and esteem. As he has but just entered upon his new sphere of duty, we can only express the hope that the school will be so conducted as to satisfy the expectations and meet the wants of this community.

One other change has occurred in the teachers of this school, by the resignation of the Third Assistant, Miss Mary J. Hawes. Miss Susan A. Osgood was chosen her successor, and is giving great satisfaction.

The withdrawal of Mr. E., and his ill health for several months preceding, have materially lessened the efficiency of the school during the year. This was to be expected. The effect was apparent in respect to both the discipline, and the progress of the pupils in many departments of study. For this reason the Committee have judged that a detailed statement of examinations, leading to a comparison with the reports of previous years, would fail to give a just view of the labors of the teachers, and is not therefore desirable. Yet they cannot omit to speak of the cheerfulness with which the assistant teachers have assumed the added duties which have been imposed upon them. Especially is it due to the sub-master, Mr. Cornish, to allude to the embarrassments which have attended the discharge of his duties. The frequent absence of the Principal for a part or the whole of a session, calling him at such times from his own class-room, unexpectedly, to the charge of the whole school, placed him in a position of peculiar difficulty, and interfered to some extent with the progress of his own classes. To his experience, and his earnest efforts in these circumstances, we attribute the fact that the interests of the school have suffered so little, and that the introduction of a new Principal has been at-

tended with but slight interruption of the accustomed order.

In accordance with a recommendation of the Superintendent, the Board has decided to confer a diploma upon those who honorably complete the course of study prescribed for this school. A plate has been neatly engraved, and it is hoped that such a testimonial, publicly bestowed, will prove an incentive to many to continue through the course of four years. It is also proposed that hereafter the exhibitions of the school shall be of a more public character. The design is to extend and deepen the interest of the community in this and in all our public schools. The evidence of that interest, in the various ways in which it can be appropriately manifested, is really our greatest need. The fidelity and toil of the teachers—the supervision of the Board—the liberality of the City Government—are essential, but all these are utterly inadequate to insure the highest success. It is for the parents of pupils, and the friends of education in our community to determine what shall be the standard of attainment and the measure of benefits of our High School.

T. STOWE, *Chairman.*

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## COUNTRY SCHOOLS.

These schools are designed to meet the wants of those children who live at a distance so remote from the graded schools of the city proper as to preclude their attending them. They embrace the children of every age, from five years and upwards; and the studies pursued in them have a wide range from the primer to the



higher studies of the Grammar Schools. Owing to the distance of some of them from the city, and other circumstances, they have not been visited so frequently as would otherwise have been the case, and in this respect labor under a disadvantage. Still the visits made to each of them, both by the Chairman and Superintendent, have been more frequent during the year than is required by the Rules of the Board. In our brief notice of them we shall commence with the most remote one, which is seven miles from the City Hall, and from its relative location is called

#### THE NORTH SCHOOL.

This school has been under the instruction of Miss Mary B. Grinnell, and the Committee can cordially endorse the complimentary remarks made with reference to it and its teacher, by the Committee of last year. At the first visit made by the Chairman and Superintendent, early in March, some time was spent in the examination of the several classes, and it appeared very manifest that in this school, at least, the memory was not cultivated at the expense of the understanding. This was shown by the appearance of the lower, as well as the higher classes. Several subsequent visits have confirmed the favorable impression of the first visit.

The members of this school are generally young, the average age, for most of the year, being between eight and nine years. In the Winter several older scholars are to be found here. The average number belonging to this school, for the year has been 24,—the average number attending, 18.

#### THE ACUSHNET SCHOOL,

Which ranks as a Grammar School, is nevertheless, from its location, put under the care of the Committee



on Country Schools. For nearly the whole year this school has been under the almost exclusive instruction of Mr. Wm. A. Barrell. For a part of two terms he has had assistance, a few hours each day, thus relieving him of some of the primary classes. The Committee are well satisfied of Mr. Barrell's ability as a teacher, and that he has done all that could be reasonably expected of any one under the circumstances in which he has been placed. The average number belonging to this school for the year has been only 53; not too large a number for one teacher, if their age and proficiency would admit of their being well classified; but this has not been the case. The numerous classes, at every stage of progress, have imposed upon the teacher such a multiplicity of duties, and allowed so little time for his "from twenty-two to twenty-five recitations each day," that, without intending any disparagement to the teacher, the Committee are constrained to say that in the examination of several classes, there has not been that thoroughness which, under other circumstances, they would have a right to expect. The Committee would express the hope that the parents, and others interested in this school, would occasionally visit it, as the infrequency of visits is doubtless the chief cause of the timidity and lack of self confidence, which characterize its members.

It has occurred to the Committee that if the number of scholars properly belonging to this school, is not sufficiently large to justify the Board in employing a permanent Assistant, that it would be desirable to consider the expediency of uniting this and the Belville school, as a much better classification of the scholars in both might thus be made, and by placing both under one Principal, there would be a considerable reduction in the

amount paid for salaries. The Committee are satisfied that one teacher for the Acushnet School is not sufficient. If a permanent Assistant were employed, the salaries for both would amount to \$875 — a per capita expense for each scholar of \$16.50.

It will be seen by reference to the report of the Belville School, that the average attendance there is 23 — with a per capita expense for each scholar of \$15. If the two schools were united, under a permanent Principal and Assistant, the expense for each scholar would be reduced to \$11.50 — a saving in the salaried expense of these schools of nearly 33 per cent. This alteration in these schools would not be recommended by the Committee if they believed that it would be detrimental to educational interests there. They fully believe that both schools would be benefited by the change — a better classification of all the scholars being thus obtained. This alteration can be effected by moving the Acushnet school house to some intermediate location. Your Committee can see only one objection to this change. It will necessarily increase the distance of some scholars from the school house. This may seem an insuperable objection to the in-coming Committee, and the parents in the respective districts.

#### THE BELVILLE SCHOOL

Has continued under the instruction of Miss Ursula C. Gwynneth, with an average number belonging of 29, and an average attendance of 23. This school has made very fair progress during the year. The several classes have generally appeared well. We would suggest, and the remark may apply equally well to other schools, that in the absence of a desirable amount of school apparatus, the teachers might illustrate the mean-

ing of many scientific terms, by the use of simple things always at hand. It is not creditable to any school, and hardly excusable in a teacher, that in a class of 12, not one scholar could tell the meaning of "hemisphere." Would not an apple equally cut in two parts, give all those scholars a correct idea of that term? And perhaps the Chairman may be permitted to say here, that in his connection with the schools in the past six years, he has seen a greater deficiency in teachers in this respect, than in any other. They are too often satisfied with mere memoriter recitations. Term after term they allow their scholars to learn words, sentences, pages and subjects, without understanding the meaning of either. What a dull, monotonous, profitless system of instruction is that in which the teacher continually asks his pupil—"what does the *book* say?" instead of "what do *you* say?"

The former system makes a mere repeating machine of the child, moving only as he is moved by somebody else; the latter makes him a self-acting, self-relying, thinking, reasoning being.

#### THE HASKINS' CORNER SCHOOL

Has given evidence of good instruction, and much pains-taking on the part of its teacher, Miss Phebe T. Howland. It is the only one of the Country Schools, that has sent any, during the year, to represent it in the High School. At the semi-annual examination for the High School, in May, there were four applicants from this school, two of whom succeeded in reaching the prescribed standard. At the next examination, there were three applicants, all of whom passed a very satisfactory examination. It should not be inferred from this that the classes in the lower branches have been



neglected, for such does not appear to have been the case, although in one instance a class in Intellectual Arithmetic did not acquit itself at all satisfactorily.

The school has had an average number belonging of 42, and an average number attending of 36.

#### THE CANNONVILLE SCHOOL

Takes precedence in point of numbers, having 74 belonging, and an average attendance of 66. It has continued under the instruction of Miss Sarah Crane, as Principal, assisted by Miss Carrie J. Spooner. If the character of scholars can be inferred from the general appearance of the school buildings and their surroundings, we think a stranger would form a very unfavorable impression of those who belong to this school, were he to notice the evidences of the perverted use of the jack-knife and pencil, which the external walls, fences and the interior of the outbuildings of this school, have at times presented.

During the year one outbuilding has been entirely demolished, and the other might as well have been. Much of this evil we complain of is not directly chargeable upon the scholars, but has doubtless been perpetrated by lawless persons not belonging to the school.

The classes in the Principal's room have generally appeared very well. It is to be regretted that the parents do not more frequently visit this school, even when specially invited as they sometimes are, to attend examinations and exhibitions which the Principal occasionally has, to awaken a greater interest in the school. Complaints against teachers must always be received with much allowance, when parents manifest so little personal interest in the schools. The classes in the Assistant's room have not generally appeared so well as might



be expected. "Frequent absence," was the reason assigned by the teacher for the poor appearance of some of the classes; and if parents will allow their children to be frequently absent they have but little reason to complain of the teacher for their slow and unsatisfactory progress.

#### THE PERRY'S NECK SCHOOL

Has had an average number belonging of 21, and an average attendance of 20. The teacher, Miss Eliza H. Clark, has exerted herself to increase the number of scholars, by repeated visits to those families, whose children should be in school, but are not, and in this way a few have been brought in, who had not been in school for some time. We hope that by her continued efforts and those of the Committee, the number of attendants at this school may be considerably increased. We think that an increased number of scholars might have the tendency to infuse a little more energy into this school, which it seems to lack. It is expected by the Committee, that other teachers in districts where there are children who do not attend school, will imitate this example to bring them in, and by increasing their number of scholars, justify the Board in paying salaries, which the small number now in attendance in some of the Country School Districts will scarcely warrant.

As the families in the district speak so highly of the teacher, we presume the cause of any deficiencies in this school is to be attributed more to the scholars than to her. We hope they will strive in future to take a higher rank among the Country Schools.

#### THE CLARK'S POINT SCHOOL

Has been under the direction of Miss Statira W. Connor, with an average number belonging of 29, and

an average number attending of 25. This school has seemed the most backward of any of the Country Schools, and has been the least satisfactory in the general results of the school year. Whether this has been owing to any peculiar deficiencies on the part of the scholars; which could not be overcome by a greater infusion of energy and efficiency on the part of the teacher in the government and instruction of the school, the Committee have been at a loss to determine. They can only state the fact, that the school has not made the proficiency that they had a right to expect, with so small a number of scholars, and with a teacher of so good a past reputation.

Of the school property in this department, it may not be out of place to say a word. The school houses are in good condition. Some of them are nearly new. They are in pleasant locations, neat and attractive in their external appearance, commodious and convenient in their internal arrangement, surrounded with ample play grounds, and enclosed by good and substantial fences. One thing only seems to be needed to make them as attractive as could be desired. They lack shade trees. The cost of these would be small, and they would add much to the beauty and indeed to the value of school property. If they are so attractive around private residences, beautifying as they do so many of the homes of New Bedford, would they be any less beautiful and attractive in the Country School yard? the home for so many hours of little ones whose ways in the pursuit of knowledge should be made pleasant.

Your Committee cannot close this Report without stating that, in all the visits made to this class of schools, they have been accompanied by the Superintendent,

and they bear cheerful testimony to the interest he has shown in them, as well as the faithfulness with which he has discharged his duties to them. If other schools in the city have received a like attention from him, we think no one, at all conversant with the past and present condition of our schools, can for a moment question the utility of the office, or the ability and faithfulness of the present incumbent.

In behalf of the Committee,

CHAS. L. SWASEY, *Chairman.*

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### ALMS HOUSE SCHOOL.

The Committee on the Alms House School beg leave to submit the following Report:—

This school has been under the charge of Miss Sarah E. Stoddard for the last six months. Of her success as a teacher and governess of the class of scholars in this school your Committee entertain a very favorable opinion.

It is impossible, with the material attending, to make any very marked show; but the quiet deportment, good order, and, in many instances, decided improvement of the scholars, bear a pleasing testimony in favor of the management of the school, and fully justify the action of the Board in the selection of a teacher for this place.

From the constant changing of the pupils of this school, by the expiration of the terms for which truants have been committed, and the commitment of others, it

is impossible to class them as fully as may be done in other schools of a like number, but in a recent visit your Committee were pleased to find three or four classes, of very respectable numbers, and apparently making good proficiency.

The school at present numbers twenty-two, eight of whom are children of inmates of the Alms House, the remainder have been committed as truants.

Your Committee would not feel that they had fully discharged their duty to themselves, or to the public, whose servants they are, if they should close this report with a simple statement of the condition of the school under their charge, and would therefore venture a few additional suggestions. In consequence of the revision of the Statutes of the Commonwealth, it became necessary that the Ordinance of the City concerning Truants should be re-approved by the Superior Court, or some other passed in its stead. The attention of the City Government was called to this fact by the proper authority, and as a result it is believed we have now one of the best ordinances relating to this class of offenders that has ever been enacted. By this ordinance the school is designated the "Farm School," and is under the control of the Mayor and Aldermen. Your Committee would express the hope that the time is not far distant when the financial condition of the city will admit of the erection of suitable buildings and the establishment of the school as a separate institution, where they may be taught some useful occupation, as well as the common branches of an English education.

Most of the children committed to this institution are from that class of society who must earn their livelihood by honest toil, or by dishonestly living on the earnings of others.



It would seem, therefore, from every consideration, whether of policy or humanity, that the time of confinement at such an institution should be made doubly advantageous to them and to the community of which they are a part, by adding to their education a knowledge of some useful branch of industry.

But there is still another consideration which should not be overlooked. Many of the commitments are of boys from twelve to sixteen years of age; an age of all others when they should be kept free from those influences which too often prove ruinous both to body and mind. It is believed that good exercise, or even fatiguing labor, would greatly aid in this direction. Until such an institution can be established your Committee would express a hearty approval of the present arrangement by the City Government.

In behalf of the Committee,

ISAAC H. COE.

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## EVENING SCHOOLS FOR ADULTS.

These schools, which form so important a feature in our common school system, have not been neglected in the needful provision for their maintenance by the Board, and in the constant oversight and watchful care by the Sub-Committee, to whom, assisted by the Superintendent, they were specially confided. Means were employed, by advertisements in daily papers and placards posted up in various parts of the city, to indicate their existence and objects, and thus to bring within the sphere

of their beneficial influences as many as possible of the class of persons for whom they are established. Though nothing has occurred in connection with them of sufficient importance to require prominent notice, yet we have abundant evidence that they are unquestionably meeting a want in our community for which liberal provision should be made, and are producing results which furnish more than an equivalent for the expenditure of time, and labor, and money, devoted to them.

They are, in some respects, quite different from the other schools under the jurisdiction of the Board, and a correct idea of their good influences and results cannot well be obtained without an acquaintance with them formed from personal observation. Though they are denominated schools for "adults," yet the Committee have not felt justified in excluding from their advantages quite a number of each sex who *ought* to be in our Day Schools, yet are prevented from being by the daily labor in our manufactories and elsewhere, which the necessitous circumstances of their friends impose upon them. It has not, however, been deemed proper to admit to them any young persons who do, or conveniently can, enjoy the privileges which the day schools afford.

They are designed for the instruction of both sexes, who are taught separately, meeting on alternate evenings. They embrace the representatives of almost every kind of employment in the city, but are chiefly composed of young men and women who are employed in the cordage, cotton, and other factories, and as house servants, with an occasional representative from the "Old Dominion," and other parts of the "Sunny South," where their educational privileges were *rather limited*. Many of all these classes,—some even quite advanced in

years,—here for the first time learn the letters of the alphabet and the use of the pen, and it is delightful to witness, as is frequently the case, the great satisfaction which their countenances indicate, as from evening to evening they find themselves gradually overcoming the difficulties they have to contend with in acquiring these simple elements, and are conscious of a perceptible improvement. There are others who have been in a Day School, or have in previous Winters attended the Evening Schools, who can read and spell and write quite well, and are considerably advanced in arithmetic. A few have made some progress in book-keeping. As at present conducted, little is attempted beyond the mere elementary branches of study, but it may be wisdom, and, in a moral aspect of the subject, good economy, for the Board to enlarge its sphere of operation in this direction, and, by a wider range of studies and more pleasant accommodations, attract hither the large number of young men and women who, for various reasons, have received a very limited school education; many of whom, instead of spending their evenings so unprofitably as they now do, in promenading the streets and visiting places of low entertainment, would gladly avail themselves of such an opportunity to resume their studies in the evening hours. If, in addition to this, practical and familiar lectures were occasionally given to this latter class of more advanced scholars, such by gentlemen in our community as would feel sufficiently compensated by the good results that might reasonably be anticipated, then might we hope that the importance and value which even now invest this feature of our common school system, would be very greatly enhanced.

Several of the teachers employed in these schools the present season have had little or no previous experience



with this class of scholars, and there have been several changes made since the session commenced, which may account for any seeming failure in the degree of proficiency manifested as compared with some previous Winters. Six teachers are employed, three for each school. The Principal of the male department is Mr. George B. Hathaway, with two female Assistants. The Principal of the female department is Mrs. Frances G. Hersey, who also has two Assistants. The schools were opened the second week in October, and will be continued until the diminished number shall justify the Committee in closing them for this season.

The statistics for the male school, covering a period of 10 weeks, are as follows:—

|                                                                  |   |   |   |   |     |
|------------------------------------------------------------------|---|---|---|---|-----|
| Whole number of different scholars registered,                   | - | - | - | - | 155 |
| Maximum number present on any evening,                           | - | - | - | - | 106 |
| Minimum number present on any evening,                           | - | - | - | - | 19  |
| Average attendance for the first 5 weeks,                        | - | - | - | - | 80  |
| Average attendance for the second 5 weeks,                       | - | - | - | - | 46  |
| Average attendance for the 10 weeks,                             | - | - | - | - | 63  |
| Average attendance for the first 10 weeks of the winter of 1860, | - | - | - | - | 28  |

Similar statistics for the female school, and for the same period of 10 weeks, are as follows:—

|                                                                  |   |   |   |   |   |     |
|------------------------------------------------------------------|---|---|---|---|---|-----|
| Whole number registered,                                         | - | - | - | - | - | 185 |
| Maximum number present on any evening,                           | - | - | - | - | - | 104 |
| Minimum number present on any evening,-                          | - | - | - | - | - | 63  |
| Average attendance for the first 5 weeks,                        | - | - | - | - | - | 86  |
| Average attendance for the second 5 weeks,                       | - | - | - | - | - | 86  |
| Average attendance for the 10 weeks,                             | - | - | - | - | - | 86  |
| Average attendance for the first 10 weeks of the winter of 1860, | - | - | - | - | - | 46  |

The uniformity in the average attendance at the female school is very marked and gratifying. We fear, however, with the return of the holiday season, when the services of many of these cannot so well be dispensed with, that, for a time at least, this average may be diminished.

The want of uniformity in the average attendance at



the Male school is equally marked, and much less satisfactory. Should the number of attendants at this school continue to decrease at the same rate, it would seem to be the duty of the Board either to diminish the number of teachers, or to close the school earlier than in previous Winters.

In behalf of the Committee.

ABNER J. PHIPPS, *Superintendent.*

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In addition to the above general statements, and the brief reports on the various grades, the Reports of the Superintendent, herewith presented, will furnish a more full and particular account of the condition and management of the schools. The suggestions contained in them are commended to the attention of all, but it will of course be understood that these are not to be received as the opinions of the Board, except so far as they have been adopted or ratified by special vote.

All of which is respectfully submitted.

In behalf of the Board,

T. STOWE, *Chairman.*

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NEW BEDFORD, Dec. 30, 1861.

At a meeting of the School Committee held this day, on motion of Mr. Hervey,

*Resolved*, That the thanks of this Board be tendered to the Chairman and Secretary of this body, for the gentlemanly and impartial manner in which they have discharged the duties of their respective stations.

*Resolved*, That the foregoing Resolution be appended to the Annual Report of the Board of School Committee.

A true copy of the above vote.

WILLIAM HOWE, *Secretary.*

# ORGANIZATION OF THE SCHOOL COMMITTEE.

1862.

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**TIMOTHY STOWE, Chairman.**

**WILLIAM HOWE, Secretary.**

## **Standing Committees.**

*On High School*—Stowe, Bonney, Pope, Rodman, Studley.

*On Grammar Schools*—Bonney, Abbe, Clark, Wood, Gardner.

*On Intermedial Schools*—Pope, Haskins, Coe, Kempton, Hewins.

*On Primary Schools*—Sayer, Cushman, Howe, Akin, Burt.

*On Country Schools*—Cushman, Kempton, Haskins.

*On Alms House School*—Wood, Coe, Burt.

*On Examination of Teachers*—Stowe, Bonney, Pope, Sayer, Rodman.

*On Text-Books and Library*—Stowe, Abbe, Bonney, Clark, Studley.

*On Accounts*—Stowe, Wood, Kempton.

*On Expenditures*—T. Stowe; Ward 1, Cushman; 2, Gardner; 3, Kempton; 4, Burt; 5, Rodman; 6, Wood.

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SUPERINTENDENT OF PUBLIC SCHOOLS,  
**ABNER J. PHIPPS.**

# SEMI-ANNUAL REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1861.





# FIRST SEMI-ANNUAL REPORT.

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*To the School Committee  
of the City of New Bedford:—*

GENTLEMEN :

Among the duties you have assigned to the Superintendent of Public Schools, is the making of "a written report to the Board, at the close of the second and fourth terms of the school year, giving an account of the schools he has visited, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable." As I did not enter upon the duties of this office until just before the close of the first term of the school year, and as my opportunities for making "a thorough examination of the condition and progress" of the numerous public schools of our city, have necessarily in the course of a single term been few, I might, perhaps, under the circumstances, reasonably ask to be excused from making any report at this time, but I have no wish to avoid any duty assigned to my office. I am of the conviction, however, that if the Superintendent were to make only one written official report at the close of the school

year,—with such oral reports and suggestions, from time to time, as the Board might desire,—there might be greater unity and completeness to such a report than can be expected under the present requirement, and, with one or two exceptions, such seems to be the usage wherever the office has been established.

I entered upon these duties with diffidence, for they were entirely new to me, yet I trusted that any lack of ability or experience at the outset, if there were manifested an honest desire faithfully to fulfill them, would be overlooked, and I knew that I might confidently rely upon the experience and counsels of this Board in any emergency, and upon the co-operation of the teachers so cordially and unanimously promised to me, and it affords me great pleasure to say that this expectation has been fully realized, and that my labors thus far have not only been quite free from the embarrassment I very naturally anticipated, but have been made very pleasant by the uniform kindness of all those members of this Board with whom I have been brought in contact, and by the invariably kind reception extended to me by the teachers in my visits to their several schools.

A glance at the "Duties of the Superintendent," as defined in the Rules of the Committee, will be sufficient to convince one who has no other knowledge of the fact, that the office is no sinecure. The officer who is faithful to his trust will not find time hang heavily upon his hands, or suffer from ennui. The constant "care and supervision" of forty schools in a city eleven miles in length, in which are employed ninety teachers, the frequent visits to each school, "the thorough examination of the condition and progress of all the schools quarterly," the investigation of com-

plaints which parents quite frequently prefer against teachers, (I am happy to say, in a majority of cases, without any very just occasion for them,) the issuing to new comers, of certificates of admission to schools, and permits to delinquents to resume seats forfeited by absence, after requiring such absences to be satisfactorily explained, the examination of candidates for the higher schools, the answering of frequent letters on school matters, and the numerous other duties which can be described only as they present themselves, make a constant demand upon one's physical and mental energies.

To the discharge of these multifarious duties my 'entire services have been devoted, not only during the school hours, and regular office hours other than the school hours,' but also during nearly the whole period of the seasons of relaxation enjoyed by the teachers and their pupils. A very considerable portion of my time has been occupied in visiting the schools at unexpected and quite frequently repeated periods, without regard to their geographical location, most frequently alone, but at times accompanied by the Chairmen of some of the committees, whose presence in such visits, as well as that of other members of the Board, will not only afford me the highest gratification but will also exert a most beneficial influence upon the interests confided to our common care. In my first visits to the several Primary and Country Schools, it affords me pleasure, and is but an act of justice, to say that that the Chairmen of these schools kindly volunteered to accompany me, and introduced me in every instance to the schools under their more immediate charge.

Although my visits to all the schools have been as frequent as the short period of my holding the office



would permit, my knowledge of their real condition and [progress, of their excellencies and defects, is not such as will justify my speaking of them in detail with any degree of confidence, in this, my first report. The teachers have uniformly seemed to be actuated by a deep sense of their responsibility, and by an earnest desire to elevate the schools and make them deserving the confidence and respect of the whole community. In saying this, I do not wish to be understood as saying that I think a point of excellence has been reached by any of them beyond which nothing further remains to be done. On the contrary, there is much yet to be accomplished which will demand the unremitting, energetic efforts of the Board, the Superintendent, and the teachers.

While I have endeavored to give a due share of my time to each grade of schools, my attention has been more directed to the Primary Schools, because I consider that these elementary schools, where the foundations of future character and excellence are to be laid, are really the most important in our system of education. If, as Wordsworth says, "The child is the father of the man," then how important is it that such a direction be here given to his intellectual and moral character as will tend to his fullest and most perfect development. To secure such a training I am fully convinced that we need teachers of no ordinary character,—who shall bring to their daily round of duty a heart full of sympathy with the young, a spirit of gentleness, patience, and firmness, combined with a special adaptation to, and a fondness for, the great work assigned to them. "I acknowledge," says Carlyle, "the all but omnipotence of early culture and nurture; hereby we have either a doddered dwarf bush, or a high towering, wide shadow-



ing tree! either a sick yellow cabbage, or an edible luxuriant green one." It is a sad mistake, too often made, to intrust such high responsibilities to the young and inexperienced, however intellectually qualified, merely because their services may be obtained more cheaply, or to select any for a trust so holy and responsible, who show by their every act and word to the children that they regard its duties as a drudgery to be most gladly relinquished whenever any other means of support may be opened to them.

It has been very gratifying to me to see in several schools of this grade evidence that the blackboard and crayon are regarded, as they always should be, as indispensable adjuncts to the school room, and are used to such advantage by the pupils. In some of these schools the little children are allowed and encouraged to go to the board and make figures and letters, and draw pictures of houses and animals, and various other objects familiar to them. It is true that very frequently, whatever other commands of the decalogue they may violate, they certainly cannot be charged, on account of these drawings, with breaking the second, for their animals do not bear "any likeness of any thing in heaven above, or that is in the earth beneath, or that is in the water under the earth." It would perplex Agassiz to determine to what species of animals, either of the present or a past age they should be referred, and it requires the utmost stretch of credulity on the part of the visitor to believe the assertion that one was meant for a sheep, and another for an elephant. The skillful architect might lose caste in his profession if he were to imitate the proportions of some of the sketches which juvenile fancy through undisciplined muscles has portrayed. Still I would have no teacher despise these

rude attempts, but with kind looks and encouraging words allure the child to better things. Doubtless the first attempts of Michael Angelo were in no wise better than these, and although we may not hope for any of these little ones an immortality of fame in the world of Art, still a portion of their time thus occupied not only gives them pleasure, but is for other obvious reasons so useful, that the teacher should encourage and expect them thus to employ it.

I have also been pleased to see that in some of our Primary Schools, as well as in several of a higher grade, considerable attention is paid to calisthenic exercises, and regret that some of our teachers do not seem to realize the necessity of adopting a system of physical exercise in the school room as essential to the comfort and health of their pupils. In some of the schools, with the exception of the short recess required by the Regulations, the pupils are compelled to sit in a constrained posture for three hours each half of the day, and any deviation from this subjects them to the reproof, and perhaps severer discipline of the teacher. The passing to and from recitation, and an occasional rising from the seat to answer questions, are often the only entire change of posture allowed to the pupils. I think that in all the schools, and particularly in the lower grades, there should be some general exercise twice each part of the day, at a proper interval before and after recess, which shall require of every pupil a change of posture sufficient to call into active exercise the muscles of the neck, arms, lower limbs, and indeed of the whole body. And I think that the medical gentlemen, who are members of this Board, could not perform a more acceptable service to the parents, nor one that would more certainly embalm their names in the

grateful remembrance of the thousands of school children in our city, than by some decided expression of their views on the importance of a greater degree of attention to physical culture in our schools, and by the preparation of some simple manual of physical exercises, which, adopted by the Board, should be introduced into every school, and require the attention and practice of every scholar for a few moments each half of the day, as much as any of the other prescribed exercises. In connection with such exercises I would also recommend that every teacher be expected to appropriate a few moments daily for the singing by the children of those sweet songs which not only render one's visits to some of the schools so pleasant, but always give so much apparent pleasure to the children themselves. These need occupy but a very small fraction of the school hours, and their beneficial results would more than compensate for any inconvenience and trouble to the teacher.

I would suggest to the Board the desirableness of adopting some more stringent rules respecting the infliction of corporal punishment in the schools. The Regulation of the Board is certainly a very wise and commendable one, which enjoins upon the teachers to "practise such discipline in their schools as would be exercised by a kind and judicious parent in his family, avoiding corporal punishment in all cases where good order and obedience can be maintained without it; and whenever corporal punishment becomes necessary, it is recommended that it be inflicted apart from the school." I have no hesitation in saying, that judging from the frequent complaints made to me by parents, and from, in several instances, more conclusive evidence, I think the above Regulation is often ignored, or set at naught



by some of the teachers, and I therefore call attention to the subject that the evil in the future may be prevented. If it be necessary, as it unquestionably is, occasionally to resort to this mode of discipline, I think the proper person to decide as to the necessity, and to inflict the punishment, should be the Principal only, and that in no case should this power be delegated to the Assistants. Many of the children in the lower grades of our schools are but just from the freedom of the nursery, and are in many cases committed to the discipline of young and inexperienced teachers, who seem to expect of them the same degree of restraint, and of continued application to prescribed tasks, from which they themselves have so recently been released. I think it would be well so to modify the existing regulation as to require that a record shall be kept of all cases of corporal punishment, and the cause thereof, which shall be submitted by the teachers to the Chairman of their grade of schools, and to the Superintendent, whenever called for, and also that such punishment shall never be upon the head or face. Such a record, I doubt not, would exert a good influence both upon the pupils who would be restrained from wrong doing by the dread of it, and also upon the teacher who should make it.

For reasons stated at the outset I cannot be expected to speak in detail of any of our schools in this report. I cannot, however, refrain from calling attention to the fact made so obvious in the written results of the recent examination of candidates for admission to the High School, that the very numerous and inexplicably gross errors in spelling, on the part of the great majority of the applicants, shows that this very important and essential branch of education has been sadly



neglected *somewhere*, and I trust, for the credit of all our schools, from the lowest to the highest grade, that future examinations may give evidence of more careful preparation in this respect. Such numerous and gross orthographical inaccuracies seem inexcusable, for which correctness in other branches would be but a poor compensation, and a smattering in them no compensation at all. The deficiencies in some other branches were so numerous in a majority of the applicants as in my opinion should have excluded all except the very few who reached the general average of seventy-five per cent. of correct work, originally agreed upon by the Committee. I feel constrained, and claim the privilege in my official relation to the schools, to say that lowering the standard of requirement to meet the deficiencies of applicants merely to fill the seats in the High School, is, in my opinion, not the most effectual way to raise its character, and give it a position corresponding with that of very many similar schools in our Commonwealth, nor the most effectual way to raise the character of the lower grades.

I have before spoken of the importance of the blackboard in Primary Schools, and would recommend its more frequent use in the Intermedial and Grammar Schools, particularly in the study of geography. For the most successful prosecution of this interesting and profitable study, the blackboard is not only a most useful but an indispensable aid. The child, as he commences this study, should not only learn the definition of a circle, of parallel, horizontal and perpendicular lines, but should be encouraged and required to make them upon the board, and as he learns from his atlas the outlines of a country, its rivers, mountains, and principal towns, should be required, unaided by the

open book, to represent these upon the board. I would also recommend the careful drawing of maps by those more advanced in this study, as an interesting and most profitable exercise. In some Grammar Schools that I have visited in other places I have seen maps of states and counties so beautifully executed by the pupils that the most fastidious would not object to decorating the walls of their parlors with them, and more worthy of being handed down to the next generation as mementos of the school days of their parents than the "samplers" which are cherished as such sacred relics of a by-gone age. Indeed, in the Agricultural Fairs of some states, maps executed with great skill in every respect by children of only twelve or fourteen years of age have, in several instances, received premiums. It will, I hope, in future examinations for admission to the High School be required by the Committee, that evidence shall be afforded that each applicant has acquired a proficiency and facility in map-drawing, which shall, in some good degree, approximate to the excellence attained by similar candidates in many other cities.

It is to be regretted that so small a number, comparatively, of those who enter our High School, complete the prescribed course of study. There are various reasons for this. In many cases, however, having acquired sufficient learning for the common business pursuits of life, and having reached an age when their services may secure a support for themselves, and perhaps contribute to the support of those upon whom they have been so long dependent, they embrace such opportunities as a business community like ours is constantly presenting to the young. I can conceive of no other reason than that of pecuniary circumstances

which can demand and justify such a course, just when they have acquired that degree of physical and mental maturity which would enable them to pursue the more advanced studies of this school to the greatest advantage. As one means of remedying this evil, I would suggest that hereafter, semi-annually, a certificate or diploma shall be publicly given to every one who shall graduate from the school, having honorably completed the full course of study prescribed by the Board. I would also recommend that the graduating exercises of each class, and this conferring of the diploma, take place hereafter in the City Hall, or in some other place that is public and easy of access, and that is capable of accommodating a much larger number than the aisles and platform of the school room, and that not only this Board give the sanction of their presence to these exercises, but that the entire City Government be particularly invited to be present, and an invitation be extended to the friends of education generally. I ask the particular attention of the Board to the consideration of these two suggestions with the hope that they will be immediately adopted, and go into operation with the class that shall graduate in the Fall, believing, as I do, that it will tend very greatly to give prominence to, and increase the efficiency and usefulness of, this highest grade in our public school system. The High School was originally established in our city thirty-four years ago. Of the large number who have enjoyed the benefits of it, very many are still residents in this city and neighborhood, and are among our most respectable and useful citizens. I have thought that an association of its Alumni, such as has been formed in other cities of our Commonwealth, would tend to strengthen their attachment to the place of their birth and education,



and that the annual or semi-annual gatherings of such an association would not only be a source of much enjoyment to its members in the renewing of old acquaintances and keeping fresh the reminiscences of school days, but would, in various ways, promote the prosperity and inure to the benefit of the institution, which, from the relation that it sustains to our educational system should occupy a more prominent position than it now does, and attract to it the warmer interest of its graduates and of our citizens generally. If it be not proper for this Board in its collective capacity to act on this suggestion, may I be allowed to express the hope that some of its members, to whom the High School has been a "benign mother," will manifest a filial regard by giving to the suggestion the sanction of their names and influence, and by adopting such preliminary measures as shall result in the immediate formation of an "Association of the Alumni of the New Bedford High School."

There are various subjects connected with our public School system that have occupied my thoughts to a greater or less degree, and upon which it may, perhaps, be expected that I should express my views when they are more matured. Prominent among these is the cost of carrying on our schools, and the inquiry whether this large item in the annual expenditure of our city can in any way be lessened without seriously affecting the condition of the schools, and the efficiency and usefulness of the instruction. On this point I cannot as yet speak with that confidence which some of the members of this Board, who have longer been conversant with the management of the financial interests of our school system, may be presumed to. I will only say that, in my opinion, cheapness in educational affairs,



whether in respect to the teachers employed, or in the erecting and furnishing of school buildings, is often very poor economy, and that this Board, and the City Government, would find little favor with the majority of those most deeply interested in the prosperity of our common school system, if their very laudable desire to diminish the taxes of the city should lead them to select such teachers as may be obtained most cheaply, to refuse to erect suitable buildings, wherever and whenever needed, and supply them with all needful conveniences, or to adopt any measures which might be indicative of the absence of an earnest desire to make our public schools the best that the city affords.

Respectfully submitted by

ABNER J. PHIPPS,

*Superintendent of Public Schools.*

June 24th, 1861.

## SECOND SEMI-ANNUAL REPORT.

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*To the School Committee  
of the City of New Bedford:—*

GENTLEMEN :

In accordance with your requirement I herewith present my second semi-annual Report.

My connection with the public schools of our city embraces a period of a little more than ten months. The object that I have endeavored to keep steadily in view has been to make myself thoroughly acquainted with the practical working of the common school system as existing among us, in all its details, and varied relations,—to ascertain its defects and excellencies,—the general condition of the school buildings with all their appurtenances,—the adaptedness of the size of the rooms, and their general furnishings,—the manner in which they are warmed and ventilated,—the general discipline of each school,—the character of the teacher as presented in his looks, tone, and general bearing in presence of his pupils, his mode of teaching, governing, securing the confidence and respect of his pupils and awakening correct habits of study and of thought,—and, in a word, of acquiring such an intimate knowledge

of every thing relating to the schools as would enable me to direct my efforts most wisely and efficiently to promote their best interests. It can hardly be expected of me to present in detail the impressions and results to which my very numerous visits, made with these objects distinctly in view, have given rise, and I trust it will not awaken a feeling of disappointment, if at the present time, under the peculiar circumstances in which our city and country are placed, I do not present any measures of reform, or urge upon your consideration recommendations, which involve a considerable expenditure on the part of the City Government. Naturally conservative, and not inclined to adopt hastily, and without sufficient consideration, any innovation upon long established and generally approved usages, while the utility of the change is still questionable, and not ambitious of creating a sensation and endeavoring to give eclat to the new office of Superintendent by recommending any radical changes in our system of education, I am rather led to accept the existing condition of our schools, and endeavor quietly and gradually to seek its improvement. While there is much to be commended in the practical, every-day working of our common school system, yet I am not blind to existing defects, and am persuaded that there are higher and better results still to be attained by it. In very many respects there has been, of late years, a great improvement in matters pertaining to common school education,—in raising the standard of qualifications required of teachers, and selecting such only from the numerous applicants, for positions of every grade, as give the most reasonable evidence of eminent fitness,—in providing superior accommodations for the comfort and happiness of the pupils, and thus presenting those



pleasant associations which render school-life now so much more attractive and agreeable than under the old dispensation, so truthfully described in "District School as it Was," and perhaps so vividly remembered as occurring in our own school experience,—in the change from the daily routine of the school room, with its monotonous, and wearisome, and unintelligible tasks, to be performed amid confusion and disorder, and under the most humiliating penalties, into pleasant and attractive duties, relieved by the alternation of singing cheerful songs, and of simple physical exercises, which call into lively exercise the muscular system, in which teachers and pupils so agreeably participate,—in the better classification of pupils according to age and mental maturity, by the several grades of schools now so generally adopted,—and in various other ways.

Our city, in many respects, has kept pace with these improvements, and will not suffer by comparison with other cities, except with a few of an older growth, a larger population and greater resources, whose appropriations for the support of common schools,—their crowning glory,—are annually poured forth with a lavish and ungrudging hand. But in some of these improvements we are decidedly behind the times. I refer now particularly to the school buildings. Of the twenty-five buildings used for school purposes, only four are of brick, and all the others are of wood. With the exception of a very few—those most recently built—they are of a style of architecture not laid down in the books, and therefore difficult to be described by any particular appellation. The majority of the wooden school houses within the limits of the city proper, for I do not include the one story "Country School" houses, which are neat in appearance and quite creditable, will not add much



to our reputation for good taste, or for any peculiar regard to the wants and comfort of our children. Our city has by some been called the "City of Palaces," and, perhaps, with some show of truth, but most assuredly some of the buildings used for educational purposes, within whose contracted, ill-ventilated, repulsive apartments, hundreds of the children of our city are daily gathered, would be contemptuously rejected as appendages, for even the most humble purposes, to the least pretentious palatial residence among us. I have more particularly in mind, just now, the Bush Street school house, used for the Primary and Intermedial schools, and also the Charles Street school house, used for similar schools, and while I cannot recommend that any action be taken, in the present condition of our financial affairs, that shall require an immediate expenditure for new school houses, or even for repairing old ones, I would, nevertheless, invite the attention of this Board, and of the Committee on Public Instruction in the City Council, to an examination of these school buildings, and such as these, that measures may be set in train, so that should the days of our municipal prosperity ever again return, other buildings of a more suitable character, and more creditable to the fair fame of our city, may spring up on their ruins. I would recommend that whatever school houses may hereafter be erected shall be at least of three stories, and capable of accommodating a much larger number of pupils than any school building does which we now have, and that all who are gathered into any one building shall be under the government of *one* Principal. Were it not for the reason before intimated, I should recommend that even now each of our four brick school houses should be raised one story, if the walls are sufficiently strong to allow it, and if it would

not impair too greatly their architectural proportions, and that fifty per cent. more pupils should be placed in each. That then the Intermedial schools should be absorbed by the Grammar and Primary grades, their more advanced pupils forming the lowest classes in the former, and their least advanced forming the highest classes in the latter,—and that as far as possible all the pupils in each school building should for all purposes of supervision and discipline be under one Principal teacher, but for purposes of instruction be distributed on the department plan, throughout the building. By such a re-grading of our schools, I have no doubt a much better and in its results more satisfactory classification of the scholars could be made, and that there would be a very considerable reduction in the cost of conducting them when it should have been consummated, but to effect such changes would require so considerable a sum to be immediately expended that, without going into a full development of my reasons for them, I merely foreshadow the subject for future and more mature consideration. By thus bringing together a much larger number of pupils into a few buildings which should accommodate the Grammar schools,—slightly increasing the distance a few would have to go,—several of our unsightly school houses, with the lots on which they stand, could be disposed of, and with the income from these sources as many Primary school buildings of small size and cheap construction be scattered here and there through the city as the wants of these younger classes would require. The superior economy of a large school building over one of half or even two-thirds its capacity, must be evident to one on the slightest reflection, by reducing the actual cost of accommodation and of instruction and supervision for each pupil.

The assertion has sometimes been made that in respect to the teachers employed, as well as in respect to our school buildings, our city would compare unfavorably with others. I am not prepared to say that our teachers are all of the highest order of talent, any more than that all the representatives of the other professions among us are, but a frequent and careful examination of these schools, during the period of my connection with them, and a comparison with numerous schools elsewhere, will justify me, I think, in saying that the qualifications of our teachers, if not of the highest order, are, with occasional exceptions, fully equal to those in other cities where the salaries paid are no greater. It cannot be expected that the graduates of our Colleges, and Normal Schools, who bear off the first honors, or that those who have won an enviable name elsewhere and stand forth most prominently as Educators, will be induced to accept a subordinate or principal position in any of our grades of schools, when their services will readily command a much higher compensation elsewhere. I am satisfied, however, that, with a few possible exceptions, which will doubtless be gradually diminishing, our city receives a full equivalent for the salaries paid to the teachers now in its service, and that any essential reduction of these would soon lead to the withdrawal of those who should most certainly be retained, just as surely as an increase of salary would, in the case of a vacancy, very naturally attract ability of a higher order.

This brings me to the subject of municipal economy in its relation to our School Department,—a subject of late considerably discussed, and one that at all times, and particularly at the present when the commercial and ordinary business interests of our city are



so much depressed, is deserving the most careful consideration. Every citizen has a right to demand that a wise economy should characterize this, and every other department of the City Government, and that not a dollar should be expended except in the most judicious manner to secure its full equivalent, and to produce the best possible results. The amount appropriated by the City Government for the support and maintenance of our public schools is necessarily large, and constitutes the principal item in the "Expenditures from the City Treasury." It is very natural that those not conversant with all the machinery necessarily requisite for carrying on the educational system of our city,—the building of new school houses and the keeping of old ones in decent repair,—the salaries of teachers,—the apparatus for warming so many school buildings,—the furnishing to them the needful supply of fuel,—and the nameless incidentals which are indispensable and cannot be obtained as freely as the air we breathe,—looking only at the aggregate cost of our public schools, should think and talk of *retrenchment*. I need not, perhaps, say that the *amount* to be expended in maintaining our schools, and the *manner* in which it is to be expended, do not come at all within the prescribed "Duties of the Superintendent," but it may not be improper for me to say in my official relation to the schools, and to those who support them, that my intimate knowledge of the manner in which the large sum appropriated is expended justifies me in the assertion that the most jealous care is exercised over this important trust by this Board and its financial Committee,—that the most rigid economy has been practiced throughout the year, and that the best good of the schools has been with them an object of too high consideration to



allow them to authorize any expenditures except such as would evidently contribute to the promotion of that object. A full and detailed exhibit of these expenditures for the year will doubtless be presented to the public in the usual way.

The public schools of our city are so closely identified with its highest prosperity, and exert such a powerful influence in the production of all those elements which form the character of the intelligent and virtuous citizen, that they merit and should receive the most cordial support of every friend of popular education. Their importance can hardly be over-estimated, and while they should be conducted with the greatest economy compatible with their highest efficiency, I believe the day is far distant when the intelligent and liberal minded citizens of New Bedford, will be so blind to their own best interests as to suffer them to be shorn of their strength and glory by withholding the pecuniary means needful for their support. I doubt not that all which is required by the tax payers of our city is to know that the amount appropriated for this Department is judiciously applied, without wastefulness or extravagance,—and that every cent is so expended by this Board as to go the furthest in doing its work,—and that being assured of this, they will cheerfully contribute, in no stinted and parsimonious manner, all that is really needed for the present and prospective wants of our schools.

In my former Report I referred to the multifarious duties of the Superintendent, and the manner in which I had endeavored to discharge them. A similar course of daily labor as there indicated, modified by existing exigencies, has been continued during the period embraced in this Report, and need not be presented in de-

tail, even if it were possible. The office of Superintendent of public schools being a new one in our city, it has been somewhat perplexing at times to know where to draw the dividing line between those duties, cares, and responsibilities, heretofore distributed among the members, which were to be exclusively transferred to this executive officer, and those which were still to be retained by them. Not being able to walk in the light of any predecessor's example, I have from duty and from inclination endeavored to carry out the "Duties" as prescribed for me in the "Rules of the Board," according to their strict interpretation as far as possible, and when this was impracticable, according to their presumed intent. How far I have succeeded in this, and in meeting the reasonable expectations of the Board, must of course be determined by them. The experience of a year will doubtless suggest to the Board some modification of the duties to be assigned to the Superintendent, particularly in regard to the *examination* of the schools. Finding it utterly impossible to make such an examination as is contemplated by the duties assigned me in the Rules, without beginning at the very commencement of each term, when there is little or no progress to be determined, and continuing it uninterruptedly to the very close of the term, I have been constrained to give to the requirement a more liberal interpretation than the phraseology would warrant. Will the Board allow me to call their attention to it, with the hope that in the future a task so entirely impracticable in its fulfillment may not be assigned to the one who shall be called to perform the duties of Superintendent? The requirement is as follows:—"He shall make a *thorough examination* of the condition and progress of all the schools quarterly." As this is the only part of

the Rules where reference is made to an examination of the schools, and as it takes the place of a former regulation requiring such an examination to be made by the several committees on the different grades, "within the last three weeks of the close of the second and fourth terms," the inference would be that at the time of adopting this Rule the entire examination was intended to be devolved upon the Superintendent. Now a moment's consideration will convince any one at all conversant with such matters, that a "thorough examination" in the varied studies of all the classes under the instruction of ninety-one teachers cannot, by any possibility be satisfactorily performed by *one* individual, commencing even at the earliest period in the term when the classes may be presumed to have made sufficient progress to justify an examination, unless that individual possess the power of ubiquity in a marvelous degree, and have as many eyes, and ears, and lungs, as the mythical character of the ancient poet. The interpretation that I have presumed to give to the Rule is this,—that the Superintendent is expected, by visits to the schools of every grade, made as frequently as his other duties will allow, to make himself familiar with the condition and progress of every class, so that he can at any time communicate to the Board such information as is often needful, and by them desired, to assist them in arriving at satisfactory results in relation to matters that come before them pertaining to any particular school, and relieve the members of the necessity of such frequent visits as the schools should receive, but that the semi-annual examinations are to be conducted, as heretofore, by the several sub-committees, with such assistance as the Superintendent may be enabled to render. The recent special vote of the Board, instruct-



ing the Committee on each grade to report the condition and progress of the schools under their supervision, would seem to confirm this opinion. Acting on this interpretation of the Rule, in addition to my daily, oft-repeated visits to the schools, at the close of the Spring term I made an examination generally of the first class only in each school, though occasionally of the second also, with the exception of the High School, for which I had not the time. In many of these visits I was accompanied by the Chairmen of the several grades, or by some member of the sub-committees. It was my wish and intention to pursue a similar course at the close of the last term, devoting to each grade one entire week, so as to contrast the results of the two examinations, but after having thus visited two of the Primary Schools, and a few of the Country and Intermedial, another duty was imposed upon me, in connection with the Chairman of the Board, relative to filling the vacancy in the Principalship of the High School, which required my absence from the city, and prevented my completing the examination thus partially begun.

It may be proper for me, in a report of this kind, to present, for the information of such, here and elsewhere, as have sufficient interest in such subjects, a statement of the schools embraced in the jurisdiction of this Board, and by it committed to my supervision, and some brief statistical information connected therewith.

The whole number of permanent schools whose instruction embraces a period of forty-four weeks of each year, is thirty-six, which are classified as follows:

|                                     |   |   |   |   |   |   |    |
|-------------------------------------|---|---|---|---|---|---|----|
| High School for both sexes,         | - | - | - | - | - | - | 1  |
| Grammar Schools for both sexes,     | - | - | - | - | - | - | 5  |
| Grammar School for girls,           | - | - | - | - | - | - | 1  |
| Intermedial Schools for both sexes, | - | - | - | - | - | - | 9  |
| Primary Schools for both sexes,     | - | - | - | - | - | - | 13 |
| Country Schools for both sexes,     | - | - | - | - | - | - | 6  |
| Alms House School,,                 | - | - | - | - | - | - | 1  |



In addition to the above are two Evening Schools for adults, which are sustained during a portion of the year, the sexes meeting separately on alternate evenings.

The whole number of teachers employed in these several schools (including the Evening) is ninety-one, distributed as follows :

|                      |   |   |   |   |                   |   |    |
|----------------------|---|---|---|---|-------------------|---|----|
| High School,         | - | - | - | - | 2 male, 3 female, | - | 5  |
| Grammar Schools,     | - | - | - | - | 5 " 19 "          | - | 24 |
| Intermedial Schools, | - | - | - | - | 21 "              | - | 21 |
| Primary Schools,     | - | - | - | - | 28 "              | - | 28 |
| Country Schools,     | - | - | - | - | 6 "               | - | 6  |
| Alms House School,   | - | - | - | - | 1 "               | - | 1  |
| Evening Schools,     | - | - | - | - | 1 " 5 "           | - | 6  |
|                      |   |   |   | - | -                 | - | -  |
|                      |   |   |   | 8 | 83                |   | 91 |

Our schools, as at present organized, have a four-fold classification. The lowest in rank, but first in importance, are our *Primary* Schools. These are designed for children between the ages of five and nine years, and in their instruction, with eminent propriety, females are exclusively employed. Here the plastic mind of the young child is to be moulded into such forms of mental and moral excellence as the patient love and gentle hand of woman alone can fashion; here, the affections are to be developed and rightly directed, the passions to be disciplined, the love for the beautiful in Nature and Art to be first awakened, and, in a word, such an influence to be exerted as will, in a great degree, determine the whole future character of those whose "unconscious tuition" is here carried on, as well as its more apparent manifestation in the unintelligible, wearisome and monotonous daily routine of the elementary books, to which the attention of the young child is too often exclusively directed. For these and similar reasons regarding the schools of this grade as first in importance, I am surprised that so little care is sometimes exercised in the

selection and appointment of teachers for them. Is not the appointment of such teachers too frequently determined by personal considerations, and by such examinations as the most recent graduates from school can, of course, most successfully pass, however immature in judgment they may be, and deficient in every other qualification for a position so important, and so highly responsible? I am surprised, too, that now and then teachers are to be found in these schools, who feel that their position is an ignoble one, and are therefore ambitious of being transferred to what they so erroneously consider as a more important and honorable one.

The *Intermedial* Schools constitute the next grade. These are designed for children between the ages of seven and twelve years, who have satisfactorily passed through the course of instruction pursued in the Primary Schools. As the studies pursued in these are but a continuation of those already commenced in the Primary, or such as are here commenced and continued in the Grammar Schools, I see no good reason why this grade should ever have been created, or should longer continue, for, as I have before said, their lower classes might be kept longer in the Primary, forming the more advanced classes there, and their higher classes might form the lowest in the Grammar Schools. The *pecuniary* bearing of such a re-grading of the schools I have already alluded to. These are also under the exclusive instruction of females, for reasons equally obvious and proper.

The third grade includes our *Grammar* Schools. The minimum age for entering these is fixed at ten years, and those admitted to them must have passed a satisfactory examination in the studies pursued in the preceding grade. In addition to the studies previously begun

in the Intermedial, and here continued, the pupils pursue the study of grammar, history of the United States anatomy and physiology, with a homœopathic dose of moral science, weekly administered from the "Manual of Morals," which I find is sometimes used in this hebdomadal exercise as a *reading* book. They *may* also here "enter upon the study of book-keeping, algebra, and geometry." Through this prescribed routine of more advanced instruction they are carried forward until the period, when if they are twelve years old,—the prescribed minimum age,—and can pass a satisfactory examination in the studies pursued in the Grammar Schools, exclusive of the last named *optional* studies, they can be admitted into the *High* School, which constitutes our fourth and highest grade. Here the curriculum embraces the usual variety of more advanced studies, including a "Classical Course," designed by the Committee to give a thorough preparation for any New England College, to such as desire to avail themselves of it. I regret to say, however, that while there were a year since, as I learn from School Reports, six members of Harvard University who were fitted at the High School of Brighton, whose population in 1855 was less than 3,000 (six others, fitted at the same High School, having entered College since 1852,) and while twelve have entered College, within six years, from the High School of Dedham, whose population at the same time was less than 6,000, from the High School of New Bedford, with a population of more than 20,000, not one has entered any College for at least sixteen years. I state this fact with the hope that such measures shall be adopted as may give this school more of a classical character, and put it on an equality, in this respect, with those cities and towns of our Commonwealth from whose



High Schools there annually goes forth so large a proportion of those who are admitted to our New England Colleges. And why should it not be so? a pertinent inquiry, suggested by the large sum annually required for the support of our High School, whose average annual expense for the *tuition* of each scholar is nearly \$25, and by the fact that there have been, at various times during all these years, quite a number whose pecuniary circumstances rendered it very desirable that their preparatory training for College should have been freely secured to them through the medium of the High School. I commend this subject most earnestly to the thoughtful consideration of this Board.

Besides these regular grades of schools there are what we call *Country* Schools. These are not located in the city proper, but in the sparsely settled portions of the rural districts. These are not graded.

There is also a school at the Alms House for the instruction of such children as are there supported. This has been under the jurisdiction of the School Committee since 1853, but will, doubtless, henceforth be merged in the "Farm School" recently established by the City Government, "for the present in connection with the Work House," to which in accordance with an "Ordinance in relation to Truants" which has recently gone into operation in our city, habitual truants are assigned as "the institution of instruction, house of reformation or suitable situation," named in the Statute of the Commonwealth which has reference to this numerous class of juvenile delinquents. This school is "under the control of and government of the Board of Mayor and Aldermen," and by the "Committee on Truancy," specially appointed by that Board, an account of the practical working of this new Ordinance will doubtless be presented.



In addition to the above are the "Evening Schools for Adults," which have already been referred to.

Such is a general view of the kind of schools existing in our city.

The average number of scholars who, during the past year, have entered these schools (not including the Evening) has been - - 3,869  
 The average number belonging has been - - - - 3,405  
 The average attendance has been - - - - 3,083  
 The per cent. of attendance has been - - - - 89

These averages have been distributed as follows, and the cost for *tuition alone*, in the aggregate, as well as for each pupil in the several grades, is also presented.

| SCHOOLS.               | Average number entered. | Average number belonging. | Average attendance. | Per cent. of attendance. | Cost for tuition. | Average cost for each one belonging. | Average cost for each one attending. |
|------------------------|-------------------------|---------------------------|---------------------|--------------------------|-------------------|--------------------------------------|--------------------------------------|
| High.....              | 172                     | 165                       | 147                 | 92                       | \$3,700           | \$22.42                              | \$25.17                              |
| Grammar.....           | 999                     | 902                       | 841                 | 92                       | 9,875             | 10.94                                | 11.74                                |
| Intermedial.....       | 1,017                   | 916                       | 828                 | 89                       | 6,275             | 6.85                                 | 7.57                                 |
| Primary.....           | 1,407                   | 1,183                     | 1,060               | 88                       | 8,400             | 7.08                                 | 7.92                                 |
| Country and Alms House | 274                     | 239                       | 207                 | 85                       | 2,600             | 10.87                                | 12.56                                |
| Total .....            | 3,869                   | 3,405                     | 3,083               | 89                       | \$30,850          | \$9.06                               | \$10.00                              |

It is to be regretted that all the items of expenditure for each school are not kept so entirely distinct from the others, that it may be known what each costs both in the aggregate, and in the average for each member of the school. Such an exhibit will frequently assist the Committee in various ways. I invite the attention of the Board to this suggestion.

From the Tabular Statistics for the school year 1859-60, appended to the last Report of the Secretary of the Board of Education, I glean the following facts.

The amount raised by taxes for the support of schools in our city was, - - - - \$37,939.54  
 The number of children between five and fifteen years of age was, - - - - 3,580  
 The average expense for each child between these ages was, - - \$10.59

In this last item New Bedford takes rank among the towns in the State as No. 7.

The per centage of valuation appropriated to public schools in our city was 2 65-100 mills; this was reckoned on the valuation for 1850 which was only \$14,489,266.\* In this particular our rank was No. 126.

Besides the nearly \$38,000 expended that year, according to the above statement, for the support of our public schools with their 3,487 scholars of all ages, and at an average cost for each of \$10, from the same tables it appears that for tuition in the twenty two private schools of our city with their 468 scholars there was expended the sum of \$14,537 at an average cost for each of \$31.06. Thus it appears that the amount expended by our city for the education of school children was in the aggregate \$52,476, to which should be added the cost of repairing the school buildings, and numerous incidentals, as well as the very considerable sums paid by those who prefer to send their children to other cities and towns for instruction.

In this connection I deem it not inappropriate to present a brief table of statistics, gleaned from the same source, which may furnish to some desired information, frequently not attainable without much trouble. A glance at the table will sufficiently interpret it, and may be highly suggestive. The comparison is instituted between those cities whose population and valuation most nearly co-incide.

| Cities.          | Population. | Valuation.   | Paid in support of Public Schools. | Av. monthly pay of male teachers in Pub. Schools. | Av. monthly pay of female teachers in Pub. Schools. | Paid in support of Private Schools. | Amount paid for support of Pub. and Private Schools. |
|------------------|-------------|--------------|------------------------------------|---------------------------------------------------|-----------------------------------------------------|-------------------------------------|------------------------------------------------------|
| New Bedford,.... | 20,389      | \$14,489,266 | \$37,939                           | \$79.80                                           | \$27.17                                             | \$14,537                            | \$52,476                                             |
| Cambridge.....   | 20,473      | 10,608,787   | 33,359                             | 108.73                                            | 28.02                                               | 16,000                              | 54,359                                               |
| Roxbury.....     | 18,477      | 13,613,731   | 43,386                             | 108.33                                            | 28.31                                               | 8,000                               | 51,386                                               |
| Salem.....       | 20,934      | 13,654,738   | 23,022                             | 89.85                                             | 20.17                                               | 12,313                              | 35,335                                               |
| Worcester.....   | 22,286      | 11,085,506   | 31,250                             | 82.59                                             | 27.95                                               | 12,100                              | 43,350                                               |

\* The valuation of our city in 1860 was \$24,196,138, so that the real per centage of taxable property appropriated to the support of public schools for that year was only 1 56-100 mills.

It also appears from the Report above referred to, that there are twenty three cities and towns in our State where the average monthly pay of male teachers, and eighteen where that of female teachers, exceeds what is paid to them in our city.

Passing from statistical comparisons and pecuniary considerations, there are several subjects more immediately affecting the internal condition and prosperity of our schools, of which I wish to speak before closing my Report. For reasons stated in my previous Report, I have continued to devote more time and attention to the lower grades of our schools, than to the higher. The recommendations contained in that Report, and adopted by the Board, requiring some attention to be given daily, at proper intervals, to physical exercises, have generally been carried out by the teachers,—in some instances with gratifying results. Some, however, have not given to this subject that attention which should be expected of them, and which, it is hoped, they will see the propriety of giving to any measure made imperative by the requirement of this Board. I am satisfied that, in addition to the great physical benefits to be reasonably expected from such exercises, they will prove one of the best aids in promoting good order, affording an opportunity for the pent up animal spirits of the young to effervesce in a legitimate way, which would otherwise find vent, as is so frequently the case under long continued restraint, in various ways subjecting the offender to needful discipline. And this is confirmed by the testimony of several of our best and most successful teachers. I regret that in several of the Primary Schools, the teachers seem to tax their ingenuity more to devise ways for disciplining these very young transgressors of the proprieties of a quiet and well ordered



school room, (who are allowed to sit for a long time frequently with nothing to do but to extemporize mischief,) than to invent suitable methods for employing their time in a useful and pleasing manner. I think it very desirable that a set of the "Boston Primary School Tablets," or something of that kind, should be provided for each of our Primary Schools, and should be used daily in general exercises. Only two schools are now supplied with them. The higher numbers of these tablets might be used to advantage in the Intermedial Schools, and one set would answer for each building in which these two grades are found. They meet a want long felt in these schools, particularly in the former grade, of something to interest the little ones in the elements of learning, through the eye and hand, and in connection with some light, inexpensive slate, cannot fail of being a constant source of interest and profit to the children. These tablets consist of ten cards, twenty-one by twenty-seven inches, and each card contains two tablets, one on each side, and complete in itself. The subjects illustrated are the alphabet, penmanship, punctuation, figures, numerals, sounds of letters, drawing, and words and sentences for spelling and reading. They serve in a measure the purpose of books for the younger classes, and, properly used, must contribute greatly to the children's comfort and progress. The cost of the set is \$5.

It has been very gratifying to me to see such evidences of affection as the children in many of these schools feel towards their teachers, so frequently manifested in the running to meet them with the first gathered flowers of Spring, or a bouquet which they have with much pains procured, in the parting kiss and the pleasant "good-by" at the close of the school, so expressive of



the mutual regard of the teacher and the pupil, in such striking contrast with the cold and repulsive bearing of some teachers, whose presence seems to chill the warm, loving hearts of their pupils. Many of these dear children have given their last kiss and spoken their last "good-by," for during the year an unusual degree of sickness has prevailed among the children of these two grades particularly, and death has numbered many as his own. I do not know the number of deaths that have occurred in all the schools, but from a single one, numbering about one hundred and thirty pupils, five were thus removed during the first nine weeks of the last term.

Some of the Intermedial and other schools are pretty well supplied with maps and other needed auxiliaries in the way of imparting a more intelligible idea of the studies pursued in them, and where these have not been regarded merely as ornamental appendages to the room, or as an economical means of covering over disfigured walls, or deposited on the rafters of the attic as things of no importance, but have been properly appreciated, their use has been attended with very manifest advantages, and I have found a very marked difference between the scholars of those schools where these aids are in constant use, and those where they are seldom or never used.

I find that in all our schools, of high or subordinate grades, there is not that degree of familiarity with matters *nearer home*, which their relative importance demands. Our pupils can readily enough, perhaps, give the boundaries of Chili, or of Egypt,—can name the rivers and mountains of some obscure part of the Eastern Continent,—can glibly repeat the names of the German States, with their population, government, and

physical peculiarities, — and yet have little or no definite information about their own State, and have exhausted their knowledge of it when they have given its boundaries, capital, and one or two of its rivers. Scarcely one of the many to whom I have put the question, even in the more advanced classes of the Grammar Schools, can bound New Bedford, or Bristol County, can name the several Counties of the State, and tell its area and comparative size, its natural features, its latitude and longitude, its principal educational institutions, its prominent cities with their localities, and other facts concerning their own State, a knowledge of which would seem to be of immediate interest to every inhabitant of it. I am inclined to think that if admission to the High School depended upon a correct answer to twenty questions confined to our own State, with even the allowance of a liberal per centage for errors, more than half of the applicants would be rejected. Several of the schools are not supplied with a globe and maps, such indispensable adjuncts, as I think, to the clear and intelligible comprehension of even the simplest facts in geography, and I would recommend the immediate supply of these, wherever they are needed in the Intermedial and Grammar schools, together with Lippincott's Pronouncing Gazetteer, so that the lack of them may no longer be pleaded in extenuation of any inability to realize expected progress in the study of geography.

My frequent visits to the schools, with the daily record of them, have furnished me with a pretty good knowledge of the excellencies and defects of each, but I question the propriety of my singling out any for praise or blame, and as the Board has confided to the several Committees the duty of preparing a more detail-

ed Report of the schools under their charge, whatever I have said or may say of them, must be in a more general way. Where there is so much to be commended in the teachers and in their respective schools, it would be very strange if there were not some things which we could wish were otherwise, and in regard to which we must expect improvement in the future. The quarterly meetings which I am expected to hold with the teachers "for an interchange of views upon methods of instruction and discipline," afford an opportunity for me to call their attention to numerous subjects connected with their relation to the schools, which cannot be done so plainly and freely in a communication of a more public nature. These meetings have been attended by the whole corps of teachers, with a very few exceptions, for which satisfactory excuses were rendered, and by several members of the Board and others interested in the object of them. To awaken interest, and render them as profitable as possible, I have made special preparation for them by written lectures, which have been followed by discussions on the topics presented. The teachers have manifested much interest in these gatherings, which I doubt not may, if properly conducted, be attended with great benefit.

There have been several changes in the corps of our teachers during the year. Several of the female teachers, of strong *union* proclivities, against which this Board could not consistently oppose any obstacle, have entered into an alliance which it is to be hoped will prove for the "better," and not for the "worse." The retirement of Mr. Emerson from the Principalship of the High School, which he has so honorably and successfully held from its first establishment, is one of the prominent events in the history of our schools for the year.



With what fidelity, and unwearied devotion, he has labored in this important and honorable position, the hundreds who have been his pupils can bear witness. My own personal and professional relations with him have for many years been of such a friendly nature that I cannot refrain from thus publicly alluding to it. May he long enjoy the "otium cum dignitate," to which his life-long devotion to the cause of popular education most justly entitles him.

The same reasons which have deterred me from presenting in detail my impressions of the progress of the lower grades of our schools, will lead me to confine myself in speaking of the High School to the semi-annual examinations of applicants to enter it from the Grammar Schools, in which agreeably to the general requirements of the Board, and the wish of the Committee on that school, I took a prominent part.

My experience in these examinations leads me to question very seriously whether the mode by which the fitness of the applicants is determined, is, in all cases, the best that can be used, and I would respectfully recommend that this subject be thoroughly considered, so that, if possible, some more excellent and surer criterion of the real qualifications of candidates may be adopted. At the two examinations conducted under my supervision, by printed questions, in accordance with the plan pursued for several years, here and elsewhere, several of those who were recommended by the Principals of the Grammar Schools, as in their judgment eminently fitted to enter the High School, failed of reaching the prescribed general average, while others, whose attainments were decidedly inferior, and who could not be recommended—yet were allowed to be examined—succeeded. Such results are, frequently,



easily explained. Many who, in ordinary circumstances, are self-possessed, and readily and accurately respond to the familiar voice of their accustomed teachers, are greatly disconcerted when subjected to the ordeal of an examination in a strange place, surrounded by strange faces, and required to express their thoughts, not orally, as they have been accustomed to do, but in writing, with the consciousness that every thought and word will be critically examined by other eyes, and that upon these written exercises the result to which they have so long and hopefully looked forward will depend. These circumstances, superadded to their natural timidity, which they cannot overcome, easily account for the failure of some very excellent scholars. But there are numerous instances of disappointed applicants, to whom this flattering unction cannot be applied. It is very frequently the case that young pupils are greatly overestimated,—that their real, positive knowledge is much less than fond parents and too partial friends have attributed to them. This delusion would be of little consequence were it not for the mortification and disappointed hopes which frequently result from it. I have never known of an examination of classes for promotion to a higher grade, conducted by others than the usual teachers, whether orally or by written questions, in whose results there has not been much disappointment. The minds of many teachers revolve in very limited circles, and when month after month their classes have been subjected to the same set of stereotyped questions, and have the ready answers for these in the exact phraseology of the book, whether thoroughly comprehended or not, they are supposed to have reached the ne plus ultra of attainment in that particular branch of knowledge. And hence the “eminent success” with

which many public examinations are crowned, when the teacher alone conducts the examination, by questions and answers so oft repeated that the forgetfulness of a single word completely disconcerts the pupil,—and hence, too, the utter failure when those thus trained are expected to reach the same point by a slight deviation from the beaten path to which they have been accustomed. At the two semi-annual examinations for the High School, to which I have referred, several succeeded in gaining admission whose numerous and gross deficiencies in grammar and in spelling, were paralleled only by the utterances of a Mrs. Partington, written out by an Artemas Ward, and whose utter ignorance of the marks of punctuation and of capital letters would lead one to suppose that they had adopted the advice of “Lord Dexter,” in his “Pickle for the Knowing Ones,” to let each one “pepper and salt it to suit themselves.” They, however, succeeded in reaching the prescribed average in the various subjects on which they were examined, especially when it was lowered to meet their deficiencies, while some others, who, in my judgment, confirmed by the representations of their teachers, were proper subjects for admission, did not happen to succeed in reaching even the reduced average, and must therefore be excluded. But without prolonging these remarks upon a subject so suggestive, I take this occasion to repeat what I have elsewhere said to the teachers, that in their desire to advance their pupils in the higher studies they must not suffer them to neglect the simple, elementary branches, for, in the words of Everett, which I could wish were printed in golden letters and hung up in every school room of our city,—“they are the foundation; and unless you begin with these, all your flashy attainments, a little natural philosophy, and a little

mental philosophy, a little physiology and a little geology, and all the other OLOGIES and OSOPHIES, are but ostentatious rubbish."

I herewith submit a table, showing the number of candidates offered by the several Grammar Schools during the year, the number admitted, and the per cent. of correct answers obtained. The upper figures express the result of the examination in May; the lower figures in November. In the first examination there were fifty eight applicants, thirty two of whom, or fifty five per cent., were admitted. The general average of correct words at first required by the Board was seventy five per cent. Only five could have been admitted on this. It was then lowered to sixty five per cent., which admitted twenty seven others. There were twenty questions proposed in each subject, and twenty five words to be spelled.

In the second examination, in November, there were sixty two applicants, twenty eight of whom, or forty five per cent., were admitted. The general average at first required by the Board was sixty nine per cent. Only twelve obtained this average. It was then lowered to sixty per cent., and sixteen others were found eligible. There were ten questions proposed in each study, and twenty five words to be spelled. Of some of the results of the first examination, as well as of the policy of lowering the standard of requirement to meet the deficiencies of applicants, I expressed my opinion in my former Report, and therefore need say nothing further on this subject.



|                                                                      |            | Parker Street. | Middle Street. | Charles Street. | Fifth Street. | Grove.   | Acushnet. | Belville. | Haskins' Corner. | Private. | Total.                 |
|----------------------------------------------------------------------|------------|----------------|----------------|-----------------|---------------|----------|-----------|-----------|------------------|----------|------------------------|
| Number offered for examination.                                      |            | 15<br>10       | 12<br>12       | 4<br>6          | 19<br>24      | 2<br>6   | 0<br>0    | 1<br>0    | 4<br>3           | 1<br>1   | 58<br>62               |
| Number admitted.                                                     |            | 7<br>4         | 10<br>6        | 1<br>1          | 10<br>13      | 1<br>1   |           | 0<br>0    | 2<br>3           | 1<br>0   | 32<br>28               |
| Per cent. of applicants admitted.                                    |            | 44             | 66 2-3         | 20              | 53            | 25       |           | 0         | 71               |          | 55<br>45               |
| Average per cent. of correct answers obtained by all the applicants. | Arithmetic | 41<br>37       | 70<br>43       | 50<br>23        | 47<br>39      | 58<br>42 |           | 28        | 58<br>63         |          |                        |
|                                                                      |            | 79<br>63       | 74<br>58       | 78<br>74        | 74<br>67      | 63<br>50 |           | 54        | 76<br>75         |          |                        |
|                                                                      | Geography. | 78<br>62       | 85<br>63       | 77<br>60        | 75<br>62      | 89<br>61 |           | 76        | 84<br>69         |          |                        |
|                                                                      |            | 53<br>53       | 66<br>74       | 51<br>58        | 52<br>59      | 45<br>49 |           | 34        | 49<br>58         |          |                        |
|                                                                      | History.   | 55<br>60       | 52<br>58       | 46<br>49        | 62<br>61      | 50<br>43 |           | 40        | 60<br>94         |          |                        |
|                                                                      |            | 46<br>51       | 74<br>60       | 61<br>70        | 56<br>53      | 80<br>75 |           |           | 59<br>63         |          |                        |
|                                                                      | Grammar.   | 84<br>76       | 76<br>67       | 81<br>74        | 77<br>79      | 83<br>55 |           |           | 76<br>75         |          |                        |
|                                                                      |            | 82<br>79       | 87<br>66       | 78<br>62        | 81<br>69      | 91<br>82 |           |           | 85<br>69         |          |                        |
|                                                                      | Geography. | 57<br>62       | 68<br>80       | 46<br>69        | 57<br>67      | 51<br>73 |           |           | 57<br>58         |          |                        |
|                                                                      |            | 68<br>69       | 55<br>71       | 68<br>40        | 67<br>66      | 80<br>64 |           |           | 69<br>94         |          |                        |
| Spelling.                                                            |            |                |                |                 |               |          |           |           |                  |          |                        |
| General average.                                                     |            | 62 15-20       | 67 7-20        | 61              | 63 10-20      | 64       |           | 46        | 69               |          |                        |
| Average age of applicants.....                                       |            |                |                |                 |               |          |           |           |                  |          | { 14 23-58<br>14 47-62 |
| Average age of those admitted.....                                   |            |                |                |                 |               |          |           |           |                  |          | { 14 1-16<br>14 4-5    |

There is but one other topic to which before closing my Report I desire to call the attention of the Board. In nearly all our Intermedial Schools there are several boys and girls whose age is beyond that for which this grade was designed, and who are not sufficiently advanced in their studies to enter the Grammar Schools. In many instances they are exerting a demoralizing influence upon the younger scholars with whom they are necessarily associated, and the good of the schools imperatively demands that some other provision be made for them. They need to be under the constant watchful eye, and strict government, of some one who whenever the exigency requires it, can enforce all needful



discipline without so frequently calling to their aid the advice and direction of the Chairman of that grade and of the Superintendent, as the female teachers now do. I should consider the distribution of such scholars among the Grammar Schools as objectionable for several reasons, besides the very obvious one that such a course would involve the necessity of an additional teacher for each Grammar School, and would detract greatly from the relative standing which in the present system of grading our schools this grade should maintain. Without entering into a discussion of the subject, I would recommend that the Grammar School building on Bush street, until a more suitable building can be erected, be prepared for the accommodation of all those scholars, connected with any of our public schools, whose age and deficiencies in the prescribed studies will not permit them to enter the graded schools, and that the present Principal of the Grove School, who has heretofore had so successful an experience with this class of scholars, be appointed Principal of this "Special School," as it might be called, with such Assistants as may be necessary. If this recommendation be adopted, it would vacate one of the rooms in the Fifth Street Grammar School house, in which a portion of this class of scholars is now taught, and release two Assistants who are now employed there, one or both of whom might be employed in the school above proposed. I would further recommend that the Grove School no longer rank as a Grammar School, but that its more advanced scholars be distributed among the classes of the Fifth Street Grammar School, and also that the vacated room in the latter be used for their accommodation; that then all the remaining scholars at the Grove School house be placed under one female Principal, with Assistants, the

school to be conducted and to be classified as the Cannonville School is. These changes will involve a very trifling expense to put the Bush Street School house in readiness for the "Special School" above proposed, and will not in the least, I think, increase the sum paid for salaries. The advantages of the change I am confident will be great.

I beg leave, in closing, to express my grateful sense of obligation to the Chairman of the Board, and to all its members, for the cordial manner in which my endeavors to meet their wishes in the discharge of the duties they have prescribed for me have been met, and to bear my testimony to the zeal and fidelity in promoting, in every possible way, the best interests of the schools, which those especially have so constantly manifested, who have devoted much time and labor to the discharge of the duties devolved upon them as active members of several Committees.

Respectfully submitted by

ABNER J. PHIPPS,

*Superintendent of Public Schools.*

December 23d, 1861.

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IN BOARD OF ALDERMEN, Dec. 27, 1861.

Accepted, ordered to be printed, and sent down for concurrence.

SANFORD S. HORTON, City Clerk.

IN COMMON COUNCIL, Dec. 27, 1861.

Concurred.

WM. A. CHURCH, Clerk.







1863—CITY DOCUMENT No. 8.

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# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD.

1862.

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NEW BEDFORD:  
MERCURY PRESS, 92 UNION STREET.  
1863.

IN BOARD OF ALDERMEN, Jan. 3, 1863.

Accepted and ordered to be printed and sent down  
for concurrence.

HENRY T. LEONARD, City Clerk.

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IN COMMON COUNCIL, Jan. 3, 1863.

Concurred.

WM. A. CHURCH, Clerk.

## ANNUAL REPORT.

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The School Committee of the City of New Bedford submit the following Report of their proceedings in the department of Public Instruction during the year 1862.

At a time when civil war is raging, while its scenes of strife and work of death are engrossing the thoughts of all, it is with peculiar satisfaction that we recall the attention of the community, once more, to the department entrusted to our care.

Our Public Schools have now a special claim upon us. Their influence, next to that of our religious institutions, is to be traced in all the loyalty of the land. In all that New England is, in all that she has done for our whole country, we see the fruit of her noble and far seeing care for the education of every child on her soil. Her free schools are worthy of the name not only because they are open to all, but because they make free men. They have not only diffused intelligence, but promoted submission to rightful authority. They have developed appreciation of good government, and taught us how to govern ourselves. The outbreak of the rebellion found but few soldiers among us, and little knowledge of military science. We were a peace loving people. Our energies had been almost exclusively directed to the

arts of peace. Yet communities, trained under the influence of our schools could understand the emergency, and easily furnish an army of men who will show a higher capacity than simply to discharge a musket. Called into the field, not as the tools of a despot, not from motives of sordid conquest, nor constrained by fears of invasion, but impelled by an enlightened sense of duty and love of liberty, they will not turn back in the day of battle. Wherever Massachusetts soldiers are called to meet the blind fury of rebellion they will do honor to their country, and all their enlightened patriotism and invincible courage will be an emphatic testimony to the worth of our common schools.

In accordance with previous usage the several grades of schools have been assigned to sub-committees, on whom, in connection with the Superintendent, the care of them has devolved. It has been the duty of these Committees to visit the schools sufficiently often to be familiar with their excellences and defects. It has been decided by the Board not to present the usual detailed reports, as more full and particular information is contained in the report of the Superintendent. The Committees, however, speak of the present condition of the schools, with high commendation. Their efficiency is well maintained, and it is believed with a substantial and encouraging progress.

The management of the schools during the year has been rendered more difficult by the limited appropriation of the City Council. The Board is not disposed to complain of this, but the fact should be kept in mind by those who will judge of what has been accomplished. The amount granted to this department for the year 1862, was \$32,000. This was \$8,000 less than the appropriation of the preceding year. It was also \$3,000



less than the lowest amount which, in the estimation of the Board, would be adequate for the most economical administration of its trust. The endeavor has been made to meet this emergency by every method practicable. Some alterations of school buildings, which were thought to be greatly needed, and which were alluded to in the report of last year, have not been made. The salaries of teachers, which during the preceding year had been nearly equal to the whole amount of this year's appropriation, have been necessarily reduced. Believing that the permanent employment of the best teachers is vitally connected with the best interests of the schools themselves, the Board has sought to make the reduction as light as possible. This has been done in four ways.

1. The number of teachers was diminished. This was done by dismissing from the service one assistant in each of several schools, and changing the district lines to adapt them to this new arrangement. In this way the number of scholars assigned to each teacher has been greatly increased. To some extent the change has doubtless been the occasion of evil. In several instances it has placed sixty-five or more scholars under the care of a single teacher, yet the added burden has been cheerfully assumed, and the evil counteracted beyond our most sanguine expectations.

2. The length of the school year was also diminished two weeks, and the compensation of the teachers was reduced pro-rata.

3. A reduction was made in the regular annual salaries of many of the teachers.

4. At the end of the first six months a discount of five per cent. was made on all salaries which were more than two hundred and fifty dollars.

The whole amount of this reduction is between nine

and ten per cent. This it is believed will prove adequate to meet the emergency. It is even possible that a small balance will remain to our credit at the end of the year. If so, let it be recognized as evidence, not of the sufficiency of the appropriation but of the extreme economy which became a necessity.

In order that the financial year of this department may conform to that of other departments of the city government, the Board has decided to change it so that hereafter it will commence on the first of March.

The following is a statement of the amount of bills approved by the Committee on Accounts during the year 1862.

|                              |   |   |   |   |   |   |   |             |
|------------------------------|---|---|---|---|---|---|---|-------------|
| Salaries of Teachers,        | - | - | - | - | - | - | - | \$26,447.20 |
| Books and Printing,          | - | - | - | - | - | - | - | 511.46      |
| Alterations and Repairs,     | - | - | - | - | - | - | - | 754.89      |
| Furniture, &c.,              | - | - | - | - | - | - | - | 231.26      |
| Fuel,                        | - | - | - | - | - | - | - | 1,360.88    |
| Heating Apparatus,           | - | - | - | - | - | - | - | 537.18      |
| Sweeping, and Making Fires,  | - | - | - | - | - | - | - | 1,174.71    |
| Cleaning, Whitewashing, &c., | - | - | - | - | - | - | - | 515.52      |
| Salary of Superintendent,    | - | - | - | - | - | - | - | 1,200.00    |
| Miscellaneous,               | - | - | - | - | - | - | - | 266.55      |
|                              |   |   |   |   |   |   |   | <hr/>       |
|                              |   |   |   |   |   |   |   | \$32,999.65 |

It will be noticed that the item of Books and Printing is less than half of its usual amount. A change has been made in the method of supplying indigent scholars with school books, which will, it is hoped, prove a permanent reduction in this class of expenditures.

The office of Superintendent has been filled by the unanimous re-election of Mr. Abner J. Phipps. We have renewed occasion to bear testimony to his untiring assiduity and the value of his services. His labors have been arduous and unceasing. In visiting schools, in his daily duties at his office, in the examination of candidates for the High School, his time has been occu-

pied fully. We trust that the attention of parents and all friends of education among us will be more earnestly directed to these labors. It will be well for our schools, if all will avail themselves of the opportunity to judge of the advantages in this way secured to our system of public instruction.

The work of supervision is now extended. The labors of the members of the Board are, it is true, greatly lessened. Still they are by no means lost to the schools. Those members whose business or professional claims will allow, and whose interest in the schools is sufficient, will still visit them. The amount of this labor, though far less than is to be desired, and less too than would seem to be practicable, is not to be lightly esteemed. When to this is added the whole time of the Superintendent, the increase of labor in the supervision of the schools becomes apparent. It is plainly, also, of far greater value. There is now secured the exclusive attention of one who by frequent visits in each school can make himself familiar with the methods pursued in them all. Only a Superintendent can do this. There is also secured the experience of a practical teacher. Manufacturing corporations ask for, and insist upon, something more than the possession of good common sense in one they employ to superintend their interests. It is not enough for them that a man may possess valuable information or even skill in other kinds of business. He must have experience in the special duties to be performed. They will not employ any other. Nor would they for a moment entrust the oversight of their factories to the occasional, uncertain and hurried notice of a few men, who possess no special fitness for the duty and are at the same time engrossed in private business. In this they show their wisdom. So a successful merchant



or a good mechanic may be but poorly qualified to give the needed aid and wise counsel to our teachers. A whole Board, even, of such men must fail to secure the best results from the expenditures which an appreciative community are making for the training of our children and youth.

The Report of the Superintendent is also here presented. There will be found in it much valuable information respecting the condition of our schools, and it is commended to the thoughtful attention of all who are interested in what is now done for, and in, our schools, and who would wisely labor on to promote their best interests.

All of which is respectfully submitted.

In behalf of the Board,

TIMOTHY STOWE, *Chairman.*

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CITY OF NEW BEDFORD, Jan. 3, 1863.

At a meeting of the School Committee, held this evening, on motion of Mr. Kempton it was unanimously

*Voted*, That the thanks of this Board be presented to the Chairman, Rev. Timothy Stowe, for the courteousness and impartiality with which he has discharged the duties of his office for the past year.

The Chairman made a few remarks in response.

On motion of Mr. Coe, a similar vote with reference to the Secretary was unanimously passed.

WILLIAM HOWE, *Sec'y. of School Committee.*





# ORGANIZATION OF THE SCHOOL COMMITTEE.

1863.

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EDMUND RODMAN, Chairman.

WILLIAM HOWE, Secretary.

## Standing Committees.

*On High School*—Rodman, Bonney, Abbe, Studley, Hervey, Fessenden.

*On Grammar Schools*—Studley, Bonney, Gardner, Burt, Fessenden.

*On Intermedial Schools*—Haskins, Pope, Hewins, Kempton, Coe.

*On Primary Schools*—Sayer, Akin, Pierce, Howe, Otheman.

*On Country Schools*—Coe, Burt, Haskins, Akin.

*On Alms House School*—Coe, Pierce, Otheman.

*On Examination of Teachers*—Rodman, Studley, Haskins, Sayer, Coe, Bonney, Hervey.

*On Text Books and Library*—Rodman, Abbe, Bonney, Studley, Sayer, Fessenden.

*On Accounts*—Rodman, Kempton, Hervey.

*On Expenditures*—Ward 1, Hewins; 2, Gardner; 3, Kempton; 4, Burt; 5, Rodman; 6, Akin.

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SUPERINTENDENT OF PUBLIC SCHOOLS,  
ABNER J. PHIPPS.  
OFFICE IN CITY LIBRARY BUILDING.

Office hours: 8 1-2 to 9 o'clock, A. M. 12 to 1 o'clock, P. M.

# ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1862.





# REPORT.

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*To the School Committee  
of the City of New Bedford:—*

GENTLEMEN :

In compliance with the Rules of your Board I herewith submit my third Report at the close of the second year of my superintendence of the Public Schools of our city.

The period embraced within my Report has been in many respects peculiarly unfavorable in its influences upon our schools. The extraordinary excitement, consequent upon the mournful condition of our country, that has pervaded our usually quiet community, and from which no age or sex has been exempt, and the circumstances incident to it,—the frequent public gatherings of the citizens, called together by martial music and the ringing of bells, often during the regular school sessions, the marching to and fro through our streets of military companies at all hours of the day, the enlistment of so many fathers and brothers, the frequent visits to the neighboring encampments, and similar developments of the intense interest felt by all,—though not

without their compensating influences in awakening and strengthening in the young a love of country and of freedom, obedience to law, and devotion to the Union, have nevertheless been prejudicial to the highest interests and prosperity of our schools. The dismissing of so many teachers, the increased amount of labor devolved upon those who were retained, and the shortening of the school year by two weeks, made necessary by the diminished amount appropriated by the City Government for the support of the School Department, which is \$8,000 less than for the previous year, and the depressing anxiety of the teachers occasioned by the frequent and protracted discussions respecting the diminishing of their salaries, might also be presumed to have exerted an unfavorable influence upon the schools during the past year. It gives me, however, great pleasure to say to the Board, and through it to the public, that notwithstanding all these adverse influences the condition of these schools, and their efficiency and usefulness, are far more satisfactory than could reasonably have been expected. If under such circumstances they have not retrograded, under a more favorable condition of things their progress might have been much more perceptible. For this gratifying result we are in a very great degree indebted to the earnestness and fidelity with which our entire corps of teachers have devoted themselves to their daily round of duties, some, indeed, with a success more marked than others, but all zealously striving to perform their allotted work. It is not my purpose to institute any invidious comparisons between the schools by presenting in detail for the public eye impressions and results, which, however necessary to assist the Board in its deliberations, and myself in efforts to remedy defects wherever they exist, cannot beyond that subserve

any useful purpose. The superior excellence of one school in comparison with others, whether in its studies or its discipline, is not always to be attributed to the greater ability or fidelity of its teacher. Circumstances independent of these may have occasioned it, which could not well be stated in a public report, and could be appreciated only, perhaps, by the Committee.

#### STATISTICAL.

The number of permanent teachers now employed is seventy-three, which is twelve less than in 1861, and sixteen less than in the year preceding. This reduction is not the result of any corresponding diminution in the number of children belonging to the schools, for, as will be seen by the Table which I hereafter present, the "average number belonging" has been *forty-two more* than the previous year, but has been made by assigning to each teacher a greater number of scholars, and thus in many of the Primary and Intermedial, as well as in two of the Grammar Schools, reducing the number of Assistants. This has, of course, greatly increased the labors of the teachers, and interfered somewhat with the full measure of success which might have resulted from a greater amount of time, and more thorough instruction given to a smaller number. It will be seen by the Table that each teacher in the Intermedial Schools has had an average number "belonging" of forty-nine, and in the Primary, of fifty-six and eight-tenths. Under ordinary circumstances no teacher should, I think, be required to instruct a larger number of pupils than forty or forty-five,—the smaller of these numbers is the utmost limit which in the opinion of the best educators in this country and in Germany should be allowed to a single



teacher. Even with forty pupils, after deducting from the six hours of each daily session the time appropriated to the devotional exercises in the morning, to the recesses, the general exercises, the changing of classes, and the numerous demands upon the time and attention of the teacher, there will remain only about seven minutes as the portion of each child for the entire day. This is a matter of greater consequence in our Primary Schools where the little ones require more personal care and instruction than in the higher grades where the instruction imparted to one member of a class can be listened to and understood equally well by all its members.

There are at present thirty-six schools maintained by the city. Thirty-four of these are permanent, and are all graded, with the exception of seven of the Country Schools, and the one at the Alms House. There are also two Evening Schools for Adults, which are kept up for about four months in the year. For a detailed description of the four-fold classification of our schools I would refer to my last Report.

The number of teachers employed in all our schools is seventy-eight, distributed as follows :

|                                        |   |                   |    |       |
|----------------------------------------|---|-------------------|----|-------|
| 1 High School, for both sexes,         | - | 2 male, 3 female, | -  | 5     |
| 4 Grammar Schools, 2 for both sexes,   | } |                   |    |       |
| 1 for girls only,                      |   | 3 " 14 "          | -  | 17    |
| 1 for boys only,                       |   |                   |    |       |
| 9 Intermedial Schools, for both sexes, | - | 18 "              | -  | 18    |
| 11 Primary Schools, " " "              | - | 21 "              | -  | 21    |
| 8 Country Schools, " " "               | 2 | " 9 "             | -  | 11    |
| 1 Truant School at Alms House,         |   | 1 "               | -  | 1     |
| 2 Evening Schools, 1 for males,        | } | 1 " 4 "           | -  | 5     |
| 1 for females,                         |   |                   |    |       |
|                                        |   | <hr/>             |    | <hr/> |
|                                        |   | 8                 | 70 | 78    |



The number of children who have attended these schools, and other items of interest, may be gathered from the following Table.

| Schools.           | Av. number entered. | Av. number belonging. | Number of Teachers. | Av. to each Teacher. | Av. attendance. | Per cent. of attendance. | Cost of tuition alone. | Average cost for tuition for each one belonging. |
|--------------------|---------------------|-----------------------|---------------------|----------------------|-----------------|--------------------------|------------------------|--------------------------------------------------|
| High, .....        | 166                 | 157                   | 5                   | 31.4                 | 151             | 94                       | \$3,151.53             | \$20.32                                          |
| Grammar, .....     | 850                 | 780                   | 17                  | 46                   | 740             | 95                       | 6,979.45               | 8.94                                             |
| Intermedial, ..... | 981                 | 883                   | 18                  | 49                   | 810             | 92                       | 5,352.65               | 6.06                                             |
| Primary, .....     | 1401                | 1193                  | 21                  | 56.8                 | 1092            | 91                       | 6,426.08               | 5.42                                             |
| Country, .....     | 472                 | 411                   | 11                  | 37.3                 | 366             | 89                       | 3,939.18               | 9.58                                             |
| Truant, .....      | 28                  | 23                    | 1                   | 23                   | 22              | 95                       | 238.63                 | 10.37                                            |
| For 1862,* .....   | 3898                | 3447                  | 73                  | 47.2                 | 3181            | 92.6                     | \$26,087.52            | 7.56                                             |
| " 1861, .....      | 3869                | 3405                  | 85                  | 40.                  | 3085            | 89                       | 30,850.00              | 9.06                                             |

This does not include the Evening Schools.

The Acushnet and Grove Schools are considered here, and elsewhere in my Report, as *Country* Schools.

The above Table will enable us to institute a comparison between the numbers in attendance during the past and preceding years, and will show the results of the earnest and persistent efforts to secure a higher percentage of attendance, and to diminish the cost of tuition in the aggregate, and for each pupil. It will be seen that while the "number *belonging*" as shown in the second column is *forty-two more* than in the preceding year, the number of teachers employed has been *twelve less*; that each teacher has had an average of seven and two-tenths more pupils; that there has been a gain of three and six-tenths per cent. in the attendance notwithstanding the exciting influences which might very naturally have led us to anticipate a different result; and, further, a fact that will be gratifying to all who desire an economical management of the financial interests of

\* (Feb. 6.) A more thorough revision of all the statistics of which this Table is a summary, has resulted in the correction of some inaccuracies in it as originally prepared, and will account for a few discrepancies between it and the statements of the Mayor in his Inaugural Address Jan. 5th.

this Board, that the sum expended for *tuition alone* has been nearly \$5,000 less, while the average cost for each pupil has been \$1.50 less. It ought, however, in justice, to be stated that as one means to secure this last result, besides reducing the number of teachers, the school year was shortened two weeks, the salaries being paid pro rata, and all salaries exceeding \$250 were still further reduced by a deduction of five per cent. for the last six months.

It may be of interest to some to know how our city ranks in comparison with other cities and towns in the State, in the support of its schools, viewed in a pecuniary aspect. Such a contrast is presented in the Annual Reports of the State Board of Education. By the last published Report it appears that our rank in respect to the sum appropriated for the education of each child between five and fifteen years of age in 1859-60 was *seven*, in 1860-61 was *fourteen*. In the per centage of taxable property appropriated to the support of Public Schools our rank in 1859-60 was *one hundred and twenty-six*, but in 1860-61 it was only *two hundred and seventy-three*. In the former year this per centage was 2 65-100 mills, while in the latter it was 1 52-100 mills.

#### SCHOOL BUILDINGS.

It has been said by very high authority, that "if we were called upon to name the most prominent defects in the schools of our country,—that which contributes most, directly and indirectly, to retard the progress of public education, and which most loudly calls for a prompt and thorough reform, it would be the want of spacious and convenient school-houses." And again, "when it is considered, that more than five-sixths of all

the children in the State spend a considerable portion of the most impressible period of their lives in the school-house, the general condition of those buildings and their influences upon the young stand forth, at once, as topics of prominence and magnitude. The construction of school-houses connects itself closely with the love of study, with proficiency, health, anatomical formation and length of life. These are great interests and therefore suggest great duties." Heartily endorsing these sentiments, I again most earnestly invite your attention to this subject.

In my last Report I called the attention of this Board and of the City Council to an examination of some of the school buildings, so discreditable to the city, and in many important respects so entirely unfit for the purposes to which they are devoted.

The school houses on Bush and Charles Streets have frequently been singled out for animadversion in former School Reports, but many other of our school buildings are exceedingly objectionable in several respects, chiefly, however, in respect to the inconvenient size, and imperfect ventilation of the class rooms. I recently took the dimensions of a class room, in one of our Primary Schools, where there are frequently thirty children at a time studying and reciting. I found that the entire cubic contents of this room were 1718 feet. The only means for its ventilation were by the doors and windows. Now the best authorities on the subject of ventilation consider seven feet of pure air as the least that should be supplied to each person each minute; Dr. Reid allows ten feet. Taking the lowest estimate, these children, with their teacher, would have air sufficient for the maintenance of healthy respiration for *less than eight minutes*, unless the noxious air is allowed to escape



and pure air to be admitted by the usual expedient, to which necessity compels a resort, of raising the windows, or letting them down from the top. This unhealthy and sometimes dangerous method of administering a cold air bath to the unnaturally heated heads of the children,—for I have found the thermometer in some of the class rooms as high as  $80^{\circ}$  and even  $86^{\circ}$ , notwithstanding my repeated cautions and the seeming carefulness of the teacher—is perhaps the chief objection to this mode of ventilation, which at best accomplishes its object very imperfectly. The class rooms of the High School, of the Middle Street Grammar School, of the William Street Primary and Intermedial Schools, are all objectionable for the reasons mentioned above, as well as in several other important particulars. Indeed there is scarcely one of our schools still conducted on the class room system which does not demand immediate attention to remedy existing evils. In the Charles Street Grammar, and the Kempton Street Intermedial Schools, in each of which the services of one Assistant have been dispensed with, the two small class rooms have been converted into one of good size, though inconvenient shape, by a removal of the partition wall, and I would recommend that the same course be pursued in other school buildings where similar circumstances will permit it. But without going into any argument, at present, on the subject, I will briefly say that in my opinion it will tend most effectually to remedy these physical evils, and to promote the intellectual and moral interests of all our schools to abandon the class room system, and introduce uniformly, what has already been done so successfully in several instances, the Separate or Department system, as it is called, giving to each teacher a good sized room with all needful appli-



ances, and such a number of pupils as can by a proper classification be thoroughly instructed. To accomplish this desirable result, and to secure the best possible classification which cannot be done very satisfactorily with a less number than about four hundred, the number at present in the Fifth Street Grammar School, it would be necessary to consolidate several of the schools by bringing into a few large buildings the scholars who are now found in numerous separate buildings, frequently very near each other, as, for instance, the Charles Street and Kempton Street Intermedial Schools which are diagonally opposite. Such a change will necessarily involve a large expenditure, but I am confident will, in the end be the most economical mode of conducting the schools, besides tending greatly to promote their efficiency and usefulness, for which reason it becomes my duty to direct the attention of the Board to a consideration of the subject, though I am not unmindful of the fact that the revulsion in the financial condition of our city, and the demands made upon us by the peculiar condition of our public affairs, will probably render the immediate realization of such a suggestion impracticable. Should it be deemed of sufficient importance I will present my views more fully on this subject in a special Report. I cannot, however, dismiss this topic without calling your attention to another very objectionable feature in the internal arrangement of the High School building. The large number of scholars connected with each of the schools there, while occupying their seats in the main school room sit facing the windows, with the glare of light falling directly upon their eyes. This evil is much greater in the Grammar School than in the High School, as in the former the light from the side as well as from the rear windows is

entirely cut off, while in the latter the light from the side windows will permit the partial exclusion of the front light on bright days. In speaking of the morbidly sensitive eyesight, occasioned by inordinate and untimely use of the eyes, an eminent oculist has said that "accurate inquiries have convinced him, that a large number of these individuals must go back to the school room to find the source of their infirmities." This evil, too, might easily be obviated by the changes which the alteration of the entire building to adapt it to the Department system would render necessary.

#### UNEDUCATED CHILDREN.

I have stated that the attendance in our schools during the year has been very gratifying, still it is a sad fact that there are any of the proper school age among us whose circumstances serve as an excuse for their not availing themselves of the advantages of an education, so freely accorded to them. I refer now particularly to those boys and girls who are employed in some of the manufacturing establishments, many of whom, in direct violation of a Statute of the Commonwealth, are kept at work through the entire year. In former years some regard was paid to this civil statute, and the children employed in the principal factory of our city were dismissed for a portion of the year that they might comply with its requirement. In many instances, as I am told, families at once removed to neighboring States where no such restriction prevents the children from working the entire year, and thus so much of their best help was lost to them that of late the managers of this establishment pay no regard at all to a Statute, so wise

in its provision, and so definite in its requirements. That some of this class enjoy the privileges of the *Evening* Schools does not release the parents of the children, or those who thus employ them, from liability for violating the Statute, for it requires that those whose ages are particularly mentioned shall attend a *day* school. I have deemed it my duty to call your attention to the subject.

It is not improbable that the impossibility of obtaining the necessary article for manufacture may soon again compel a compliance with this Statute, by a withholding of employment from this class of operatives. Should such an event occur, I should recommend that immediate special provision for their instruction be made by securing and fitting up a school room in the vicinity of the Factory, and employing a female teacher of sufficient experience and force of character to meet the demands of such a service. Unless such measures are adopted, when these persons apply for admission to our schools they must be sent either to the room of ungraded scholars in the Fifth Street Grammar School House, a long distance, and perhaps rendering necessary the employment of an additional teacher in that room, or to the Merrimac Street Intermedial School which already has its complement of scholars. An admission of such scholars, for a few months only, into any well graded school, must unavoidably tend to lessen its general efficiency, and serve as a hindrance to the successful progress of existing classes to which they must be joined, as it would be impossible to form new classes for their special instruction. The course of study, and the method of instruction, to meet the wants of those whose school education must be confined to such limited periods as necessity allows, should be in several respects modified



from that marked out for those who can devote several successive years to acquiring an education.

#### EVENING SCHOOLS.

It is a wise provision of the Statutes of our Commonwealth which authorizes 'any town to establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age, and to appropriate such sums of money as may be necessary for the support thereof.' Our Evening Schools have been in operation since 1848, and the large numbers who, with such beneficial results, have availed themselves of the advantages here afforded them, many of whom must otherwise have been entirely shut out from even the first rudiments of mental culture, fully justify the propriety and the utility of continuing this means of promoting the intellectual and moral advancement of a numerous class in our community. I can conceive of but one really valid objection to them, and that is that under a thorough and efficient system of Evening Schools some parents will keep young children at work during the day, trusting that from these they will receive that knowledge which should be obtained in the day schools. To obviate this in part, as well as to remedy some existing evils, I should recommend that to these schools none be admitted *under fifteen years of age*, especially as for the instruction of such in special schools the Statute gives no authority, but requires that they shall attend a *day* school during a specified portion of each year. Of the 150 who have entered the Female School the present year, 30 are under 15 years, 11 of whom are but 12 years of age and under. Of the others, there are 40 who are 25



years of age and over, and one who is even three score and five years. In the Male School the whole number entered has been 87; 36 of these are under 15 years, 15 of whom are 12 and under. I have in my possession a package of letters written by several of the female pupils who attended the Evening School last winter. I do not think that I can better show the appreciation in which these schools are held by those for whom they are designed, or their gratitude for the privileges here enjoyed, than by quoting a few lines from two letters, one written to the then Principal of the Female School, who also holds the same situation the present season, and the other to a "dear sister." All these letters are very creditable in respect to the penmanship, the spelling, and the construction of the sentences, as well as in the expression of grateful sentiments. "I think," says the writer of one of them, "that New Bedford is very kind to give us such a good school and teacher, and save us from growing up in ignorance as we should if it were not for their kindness. I am sorry that the Evening School closes so soon, but I hope you will teach next winter, and then I can come again to you." Says the writer of the other: "I think the city of New Bedford very liberal to support an institution where we girls, who have not time to go to day school, may get a good education if we have a mind to, for it is a dreadful thing not to know how to read or write. We have been learning to write letters, for we none of us knew how to write a letter, and we have learnt much beside, for our teacher talks to us and tells us of many things that are strange and interesting that we know nothing about, and she learns us how to live good lives, at the same time she learns us our lessons."

In some cities this class of schools is under the charge

of a city missionary, assisted by a corps of teachers, male and female, who freely volunteer their services, and thus the School Committee have no control over or responsibility in connection with them. In such cases the room, fuel and lights, are provided, I think, at the expense of the city. Until we are thus relieved of the expense for tuition incident to the maintenance of these schools, I trust that the Board will continue to pursue the same liberal policy in securing results so beneficial, and so highly appreciated by those who enjoy them.

#### APPOINTMENT AND QUALIFICATIONS OF TEACHERS.

There has been no examination, during the year, of applicants to teach in our schools. Such an examination was not considered necessary in consequence of the large number of candidates, heretofore approved by the examining Committee, who have been waiting for an appointment. There are also several who have been teachers, whose services were dispensed with merely to reduce the number of teachers, and who would seem to have a prior claim. The selection of suitable teachers I regard as one of the most important and responsible duties connected with our school system. It is a very mistaken idea that every one who succeeds in passing a satisfactory examination in the studies to be taught, and possesses the proper moral qualifications, is a suitable person for the instruction of children. There are other qualifications none the less essential. Good common sense, a knowledge of human nature, energy of character, aptness to teach, a pleasant voice and manner that will attract and not repel, ability to adapt the best methods of instruction and of discipline to the greatest diversities of character, and to govern by gentleness combin-

ed with firmness, an interest in the young, and, in a word, a real love for the work, are among the indispensable qualifications to be diligently sought for in those to whom such high and holy interests are to be intrusted. A marked deficiency in either of these particulars should not only preclude the appointment of an applicant, but be a sufficient justification for not continuing any in the service, who, after a fair trial, are found wanting. I consider some special preparation for the teacher's vocation as exceedingly important, and though there are some whom no amount of training can make good teachers, still it is fair to presume that if to natural ability and a good degree of intelligence there be added a thorough special training for this work, a corresponding success will be realized. Several of our most successful teachers are graduates of a Normal school, where the methods of instruction and of discipline are admirably adapted to impart this needful preparation. It has been the wise policy of the Board during the year, to give the preference in the appointment of teachers, other things being equal, to those who belong to our own city. Personal and local preferences may very properly be regarded when the public interests are equally well promoted, but I think the true theory is to secure the very best teachers wherever they may be found.

#### PRIMARY SCHOOLS.

The importance of the schools of this lowest grade is not, I fear, properly appreciated. They are the foundation of our educational system, and unless this is laid firmly and securely the entire structure will prove a failure. It is a popular idea with those who have not thoroughly considered the subject that less care is need-



ed in securing teachers for these elementary schools than for those of a higher grade ; that almost any one, however immature in age, and lacking in experience, will answer for the instruction of little children. But if our earliest years are really the most important, if the inclination of the tree does really, as well as poetically, depend upon the slightest bend of the pliant twig, then it would be far better, I think, to reverse the usual course and employ teachers of the highest order of talent, and of the most successful experience, for this class of scholars. There is usually, on the part of candidates for appointment, a very decided preference for the higher grades, and this is in part the result of the greater estimation in which School Committees seem to regard these grades by attaching to them a higher remuneration, although the same qualifications are required of all candidates, except of those for the High School. As an inducement for teachers to seek these comparatively humble situations, as now regarded, and to continue in them without aspiring to schools of a higher grade, the salaries should also be reversed, and, if not put on a perfect equality, the difference should be in favor of those employed in the lowest grades.

The course of instruction in these schools has been essentially the same during the year, as heretofore. I think that on the part of some teachers there has been a higher appreciation of the importance of thoroughness in instruction, and a more earnest desire to realize all that could reasonably be expected of them, and as a necessary result there has been a corresponding improvement in the good order, government, and progress of their schools.

For the last few years an effort has been made in different parts of our country to change very materially



the methods of instruction generally pursued in primary schools as being "very defective and not properly adapted either to the mental, moral, or physical conditions of childhood." The system of "Object Teaching," introduced in all its essential principles and methods by Pestalozzi, a half century since, and modified by modern educational reformers, is suggested as a remedy for these defects, and several "Manuals" and "Graduated Courses of Object Lessons" have been published, presenting in great detail the peculiarities of the system, as said to have been successfully carried out in a few places. Whether it is judicious to attempt any radical change in a system of instruction which has proved so beneficial in the past, or to introduce the method of Object-Teaching to a greater degree than every intelligent and earnest teacher has been accustomed to do, is a point upon which I have not yet been able to satisfy myself. I shall avail myself of the earliest opportunity to become better acquainted with this system in all its practical bearings.

#### INTERMEDIAL SCHOOLS.

There has been no modification of the order of studies, or of any of the arrangements connected with this grade of schools, during the year. There is a large number of scholars to be found in several of the Intermedial Schools, whose size, age, and need of wholesome discipline furnish a strong argument in favor of the suggestion made last year of uniting the most advanced classes (in which such scholars are generally found) of this grade with the Grammar Schools, where they can be under the government of a male teacher. Some of these scholars have been exceedingly troublesome, and have

required a firm and sometimes a severe discipline to keep them under proper restraint, and to secure the desired result. The great majority of the scholars, however, belonging to these schools have been as orderly, as well-behaved, and as successful in accomplishing satisfactory results, as could be desired. The classes recently promoted from these to the Grammar Schools were examined by me with especial reference to such a promotion, after a uniform system of examination, and were found to be unusually well prepared. The subsequent examinations which I have requested the Principals of the Grammar Schools to make of such classes for their satisfaction as well as my own, and to report to me the results, fully confirm the assertion. Several cases were reported to me by one of the Principals as doubtful, but after a very rigid examination in which I was assisted by the Chairman of the Grammar Schools, and the acting Chairman of the Intermedial Schools, and which strengthened my previous impression of their average fitness, I saw no sufficient reason, except in two instances, to withdraw the permission I had before given them. I have endeavored to secure in all these schools, as well as in those of the other grades, a good degree of uniformity in respect to the quantity and quality of the instruction imparted, so that the frequent transfer of scholars, made necessary by a change of residence, shall not be detrimental to them by preventing their entering classes of the same relative standing as those which they left. I do not mean to affirm that these schools have attained a uniform degree of excellence, and success, nor do I know of any Procrustean process by which such an end can be attained. The disparity of qualifications, and the different temperaments of the teachers, the wide differences in the circumstances of the several

schools as influenced by locality and the materials of which they are composed, and other causes which might be mentioned, very naturally account for much of the difference to be observed, without leading us to withhold that measure of commendation which is due to those who, though less successful than others, are just as faithful and earnest in efforts to promote the improvement and proficiency of their pupils. This remark is not made with reference to the teachers in these schools only, but is of general application.

#### GRAMMAR SCHOOLS.

The condition of these schools as respects discipline, mode of instruction, and proficiency in study, affords gratifying evidence of the zeal and fidelity with which the teachers generally have devoted themselves to their several duties. In forming our estimate of the relative success and faithfulness of teachers there are numerous circumstances which should not be overlooked. Some of our Grammar Schools, and it is equally true in respect to several in the lower grades, are situated in districts in which are very many families where the home influences and training are not such as tend to promote good school influences, but are a constant hindrance to them, and where very much of the material furnished to be fashioned by the teacher is in every aspect unpromising, and if such schools are made to be fully equal in good order, and progress in study, to others situated under far more favorable influences then the praise should be bestowed where it justly belongs.

It is to be regretted that a very large proportion of those educated in our public schools do not go beyond the Grammar School, and consequently their school edu-



cation is limited to the studies here pursued, but very frequently the necessities of the case render it unavoidable. Such being the fact, I think that the course of study might be somewhat modified with decided advantage as respects those who do not study with reference to an admission to the High School, and indeed even for these. Instead of devoting so large a proportion of time to the study of History of the United States as is requisite to conform to the requirement of the Board that the text book now in use shall be *completed* in the Grammar School,—a book of nearly four hundred closely printed pages, and often requiring great effort on the part of the scholars to comprehend, so that it is quite too frequently a mere exercise of the memory,—I would recommend that some other book should be adopted, or only a limited portion required of the one now used, the thorough study of which shall occupy much less time, and that a portion of the time now given to this study should be given to Physiology, which though required to be taught in these schools is too much neglected, or to Book-keeping, some knowledge of which is so desirable for all of each sex, or to some other important and practical subject. To the “Analysis of Sentences,” required by the course of study in these schools, important to a certain extent, I also think that too much time is given with very little benefit, judging from the miserable failure of so many to analyze, at all satisfactorily, the sentences proposed in the semi-annual examinations. I think much of the time now given to the *analysis*, should be given to the *construction*, of sentences, to learning how to communicate their own ideas with facility, and in such correct language and form of expression as shall be creditable to *Grammar School* graduates, so many of whom cannot compose a letter to a



friend, or write a few lines on any subject of the most ordinary character, without the grossest solecisms in language, syntax, punctuation, and use of capitals.

Inasmuch as Arithmetic forms one of the prominent studies for the first and second year in the High School, I think it would be judicious not to require that the Arithmetic studied in the Grammar Schools shall be *completed*, which sometimes compels the teacher to hurry the classes over some portions of it too rapidly for the thorough understanding of them, besides subjecting many scholars, for several weeks before the semi-annual examinations, to an amount of study out of the regular school hours which seems to me in the highest degree objectionable. If less were required for admission to the High School, the teachers would have more time to turn aside from the text book and exercise their classes upon examples involving the application of the principles taught to the every day transactions of life for which the study of Arithmetic is so important, and in which they now, at times, so signally fail when practical examples are proposed as a test of their knowledge.

A very large number, as I have said, complete their school education in the Grammar Schools, being compelled by necessity, or led by their own inclination or that of their parents, to forego the advantages to be derived from the more advanced studies of the High School. Besides these, a very considerable proportion of those who apply for admission to this school fail of reaching the required standard, and are not received. Many of these do not wish to revolve again in the narrow circle of study prescribed for the Grammar Schools, nor again to apply for admission to the High School, and yet would gladly avail themselves of instruction in some

higher English branches. I would suggest whether it would not be practicable and expedient, in order to meet the wants of the last named class, and as an inducement to the others spoken of above to pursue their studies for a while longer, to make some special provision, in a way which I am not fully prepared to indicate, for their further instruction. I think that from both these classes there would always be a number sufficient to require the services of one teacher.

Of the great importance of *thoroughness*, and of the best methods of instruction in the several subjects taught, as well as of several kindred topics often presented in School Reports, it does not seem to me to be desirable to present my views to the public. The occasional gatherings of the Teachers, required by the School Regulations, and my frequent interviews with them in the school-room, afford the best opportunities for directing attention to deficiencies where they are apparent, and for such suggestions as the circumstances may seem to require. And in this connection it gives me pleasure to say, that in no instance has any criticism or suggestion ever been received in any other than the kindest manner, and that the relation existing between the Superintendent and the entire corps of teachers has apparently been of the most cordial character.

#### COUNTRY SCHOOLS.

To the schools thus designated, the Grove School was added by a vote of the Board near the commencement of the year, so that there are, at present, including the Acushnet, eight Country Schools. By this arrangement the Grammar and Primary Schools, which previously constituted separate departments in the same building

at the Grove, were placed under one Principal, the other teachers ranking as Assistants, and the salaries were considerably reduced. It still continues a graded school in which are found Primary, Intermedial, and Grammar School scholars in separate rooms, no change in this respect having been made, and it belongs in name only to the Country Schools. It is one of those schools where a radical change must be made in much of the material composing it, to secure such results as the successful experience and faithfulness of the teachers would lead us to expect.

The Cannonville School is a partially graded school, the Assistant having in a separate room all the Primary scholars, though the Principal usually hears one of the Primer classes in her own room, with manifest advantage. The efforts of the Principal to promote the moral, as well as the intellectual, progress of her scholars, have been persistent and attended with a good degree of success, and the present character of this school, in contrast with what it is represented to me to have been four years since, when she assumed its charge, is very gratifying.

The remaining schools of this class are not graded, scholars of every degree of progress being admitted to them. Where the number thus admitted is small, notwithstanding the number of classes and the variety of studies taught, the teacher by a judicious and faithful use of the time should be able to exhibit very fair results. And such, in most instances, is the fact. Some of these will not suffer by comparison with any of our schools, in respect to good order, thoroughness in instruction, and indeed in every thing that constitutes a good school, and if in any case the dulness of the scholars, and the general deficiencies of the school, can be



remedied by a greater degree of energy on the part of the teacher, which shall infuse itself into every scholar, and into all the school exercises, and secure more satisfactory results, it will be no more than this Board has a right to expect.

In the Report of last year, the Committee on Country Schools suggested the expediency of uniting the Acushnet and Belville Schools, in order to secure a better classification of the scholars in both, and also as a more economical arrangement. I would invite the attention of the Board to the consideration of this union, the reasons for which are more fully presented in the Report referred to.

#### ALMS HOUSE AND FARM SCHOOL.

The school at the Alms House has been conducted during the year in the same manner as heretofore and with good success. It is still under the instruction of a female teacher, and as all cases requiring severe discipline are referred to the Superintendent of the Alms House, this arrangement proves quite as beneficial as when a male teacher was employed at a much larger salary. About three-fourths of the members of this school are "habitual truants" who have been sentenced to this place in accordance with the "Truant Ordinance," which establishes a "Farm School" for such delinquents in connection with the Alms House. As section sixth of that Ordinance places this school "under the control and government of the Board of Mayor and Aldermen, who shall make suitable regulations concerning the instruction, employment, and general conduct of said offenders," I would respectfully suggest the inquiry whether the supervision of this school can legitimately belong to this Board until transferred to it by the Board



of Mayor and Aldermen in whom it is now so exclusively vested by the Ordinance.

#### HIGH SCHOOL.

There is, perhaps, no better criterion by which to form an opinion of the real condition of the schools of any city, than that which is presented in the intellectual and moral character of the members of its High School. Here are found those, who, beginning at the base of our educational pyramid, have by successive steps at last reached its apex. The excellencies and defects of the several grades of schools through which they have passed during the earlier period of their education are here displayed, and though comparatively few enjoy its advantages, yet they are sufficiently numerous to justify us in regarding them as a representative class. While we could wish that certain deficiencies were not sometimes so apparent as to lead us to suspect that their instruction in some period of their progress had not been in every respect what it should have been, still judging from the sometimes excellent, and the generally fair examination of those who succeed in passing the semi-annual ordeal to which the applicants for admission are subjected, we may feel a good degree of satisfaction in a system of education which can produce even such results. There has been no change during the year either in its corps of instructors, or in its programme of studies. The long and successful experience of all its teachers, and the generally creditable appearance of their classes in casual and oft repeated visits, and also in the more formal and public examinations, entitle them to the confidence of this Board, and of the public. The course of study prescribed for this school might, I think, in

some respects be modified for the better, some studies of an important, practical character, receiving a greater degree of prominence, and others, not deemed so important, less. Without recommending, at this time, any very definite modifications, I would merely suggest that it has seemed to me very desirable that more time and attention should be given during the entire course to the thorough and systematic study of English Literature, so that every one who graduates shall carry with him some knowledge of the best authors in every period of English history, and a taste so cultivated and refined as to lead him in all after life to quench his thirst only in the purest fountains. I would also suggest, that the advantages of a special training for the teacher's vocation, of which I have spoken as being very desirable, and which give such an importance and value to our State Normal Schools, might in a measure be secured to those who desire them, by forming a class of all such as contemplate teaching, whose instruction during a portion of their last year in the school, or by an addition to the course, should be with special reference to this service.

The semi-annual exhibitions of this school in the City Hall, and the conferring of diplomas upon members of the graduating class, in accordance with suggestions in one of my last year's Reports, have been marked features in its history, and cannot fail to realize the full measure of benefit anticipated. The very large gathering of the parents and friends of the pupils, and of the citizens of all classes at these exhibitions, and the declamations, the recitations, the compositions, and indeed the highly creditable character of all the varied exercises, have given to this school a prominence that it never before had, and attracted to it an interest never before felt by very many of our citizens, who, though

aware of the existence of such a school in our city were entirely ignorant of the great advantages which their children might derive from it. Whatever will tend to awaken a deeper interest on the part of the public in the success of our schools, should be most earnestly sought out, and encouraged, and I would suggest that in the usual semi-annual examination of the Grammar and other schools such a course be adopted as shall secure the attendance of many who know nothing of them except from the external appearance of the buildings, or from the annual tax for their support. It is a very rare occurrence for me to meet a parent in my visits to the schools. I can recall but two such instances, except on my special invitation to witness some general exercises, which, it was hoped, might create an abiding interest that should render the presence of parents and others a thing of frequent occurrence. If by such visits parents could better inform themselves of the real character of the schools where their children are in attendance, and get a clearer idea of the earnest, faithful labors of the teachers and the importance of those labors, they might also get a clearer idea of their own responsibility, and more heartily co-operate in whatever is done by the teacher to promote the best interests of their children. The frequent complaints, so often unreasonable and groundless, the frivolous excuses rendered for irregular attendance, the angry feelings, the injudicious requests, of many parents, would be avoided by an occasional visit to the school-room with good intent, by a personal interview with the teacher when all the circumstances of each case could be better understood and appreciated, and the union of home and school authority would greatly tend to secure to our schools a much higher degree of efficiency. But I will



return from this digression to the particular school under consideration, though these remarks are made with as much reference to this school, as to others.

As there are many of our citizens who do not understand the method pursued in the examination of candidates for admission to our High School,—an occasion of so much interest to the candidates and their parents,—and as numerous inquiries are made relative to it, it seems to me desirable that this information, though so well understood by this Board, should be presented, somewhat in detail, for the satisfaction of the public, as well as to remove certain erroneous impressions quite common respecting it, and I therefore make the following statement.

On the morning of the examination each candidate is presented with a card having a number written upon it, by which alone the candidate is known during the entire examination. On the back of the card are printed several directions and explanations. On these cards each candidate writes his name, age, parent's name, place of residence, and the school from which he comes. These cards are kept by the candidates until all the exercises are completed, with the strict injunction that their number shall not be communicated to *any one*. The candidates, who have been previously so seated as to prevent, as far as possible, any opportunity for communicating with each other, are then furnished with pen, ink, and paper. The first set of printed questions is now distributed. Every effort is made to put the candidates as much at ease as possible, and secure them from all embarrassment. They are allowed all the time they desire for each exercise, and are told to think carefully, and by no means to hurry. When the papers containing the answers to the first series of questions have all



been passed in, after an interval for relaxation the other series of questions are in like manner successively distributed. Thus they are examined in Arithmetic, Grammar, Geography, History of the United States, and Spelling. The examination in Reading is usually dispensed with, not because its importance is not fully appreciated, but because they have already been sufficiently examined in this before leaving the Grammar Schools. The Chairman and several other members of the High School Committee are in attendance more or less of the time during the examination, which usually occupies about two days. The Superintendent, however, under their direction has the principal management of it, and is in constant attendance. By him the questions are all prepared, and most of the labor performed in examining the numerous written answers, covering over nearly a ream of foolscap paper. This labor requires several days, as every answer is read with care, and its value, estimated on a scale of 100, is marked in the margin. The sum of these estimates in all the different branches is set against the card number by which each candidate is known during the examination, and being divided by the number of branches, gives the *general average* of each. It cannot be known to any one by what candidate the several papers were written, until after the Superintendent reports to the Board the card numbers whose *general average* of correct work corresponds with the percentage previously determined upon, as essential for admission to the school. After this announcement the package of cards is unsealed, and the names are read. As the admission or rejection of a candidate depends entirely upon the *general average* of his examination, it is hardly possible that injustice should be done to any of the applicants. There are doubtless cases in which

the candidates are not able to do justice to *themselves*; and these instances would be far more numerous if the examination were conducted orally. If any instance occurs in which an applicant is supposed to be rejected for insufficient reasons, the written answers on which this rejection is based are always on file in the office of the Superintendent in the applicant's own hand, and can be examined by the candidate or his friends. In every instance, thus far, such an examination has apparently satisfied the parties examining that the decision of the Board was just. Though this mode of examining candidates is now adopted in nearly all the cities of the Union, and is perhaps as unexceptionable as any, still it is not entirely free from objections, nor do I know of any method that could be. I would suggest for the consideration of the Board, either as an auxiliary to this method, or as a partial substitute for it, that the Principals of the Grammar Schools be required to keep a record of the daily recitations and deportment of each member of their first class, according to a uniform system of marking, during the six months immediately preceding the time of their application to enter the High School, and that from this record an average be made of each pupil's standing in each branch of study, and that this be sent with the certificate now required by the Board, of the presumed qualifications of the candidate to be admitted to the High School, and be received as evidence of the qualifications of such a number as it may be deemed advisable to admit. Such substantially is one of the Regulations of the Cincinnati School Board, and in its essential features is spoken of favorably in several School Reports. I cannot better present its advantages than by quoting from the Springfield Report for 1861. By this method,

“1. The Principal of the Grammar School assumes no responsibility in the case ; he has only to place in the hands of the Committee a record of the work done by each pupil during the year. (Admissions occur but once in a year.)

2. Two days of severe labor and anxiety, of fears and terrible forebodings, — also sad and sudden disappointment, in case of rejection, will be avoided on the part of pupils.

3. There will be less danger of the admission of unqualified pupils, than by a single brief trial on a few questions ; nor will scholars of fair ability and attainment be liable to be rejected, who, under the agitation of fear lest they should not succeed, will sometimes fail of accomplishing what they are ordinarily able to do.

4. It would prove a salutary stimulus, all through the year, to the pupil both in scholarship and deportment, which would exert a favorable influence on the whole school.

Candidates thus admitted may be received on probation ; and their full membership be determined when they shall have proved themselves capable of pursuing the course of studies with the class.”

I have dwelt thus fully on the subject of admission to the High School, as it is such a constant source of embarrassment and discussion, and would commend these views to the consideration of the Board.

It may be proper to present a brief statement of the results of the semi-annual examinations of applicants to enter this school. Of the 80 who were examined in May, 47, (23 girls and 24 boys) had the general average of 73 per cent. required, and were admitted. Their average age was 14 2-3 years. 50 per cent. of the girls, and 70 1-2 per cent. of the boys, examined, were admit-



ted. The general average of all the candidates in the several studies was as follows: In Arithmetic 56 per cent., in Grammar 76 1-10, in Geography 92 1-10, History 76 5-8, Spelling 74 1-2. In this last branch to which I have frequently and earnestly directed the attention of the Teachers, lest it should become one of the "lost arts" of which there would seem to be some danger, judging from the numerous complaints in almost every School Report that I have received the last year, a very gratifying improvement is here shown. At the two examinations of last year, the general average in Spelling was only 56 in May, and 59 in November. The results of the recent examination in November last are as follows: 59 were examined. 41 (25 girls, and 16 boys) had a general average of 64 per cent. and upwards, and were admitted. Of the girls who were examined, 71 2-5 per cent. were admitted, and of the boys, 66 2-3 per cent. Their average age was 15 years. The general average of all examined was as follows: In Arithmetic 61 per cent., Grammar 70, Geography 73, History 68, Spelling 67.

The following Tables will show what schools furnished the applicants for admission at the two semi-annual examinations, and the per centage admitted from each. Any comparison of the merits of these schools based on these Tables, will be fallacious, as many of the applicants had been previously examined, but rejected, and after six months, or a year's additional study would, of course, be far more likely to succeed than those examined for the first time.



MAY, 1862.

| FROM                               | Number<br>examined. | Number<br>admitted. | Number<br>rejected. | Per cent.<br>admitted. |
|------------------------------------|---------------------|---------------------|---------------------|------------------------|
| Parker Street Grammar School,..... | 7                   | 4                   | 3                   | 57 1-7                 |
| Fifth Street       "       " ..... | 35                  | 18                  | 17                  | 51 3-7                 |
| Middle Street     "       " .....  | 20                  | 15                  | 5                   | 75                     |
| Charles Street    "       " .....  | 11                  | 6                   | 5                   | 54 6-11                |
| Grove School,.....                 | 3                   | 1                   | 2                   | 33 1-3                 |
| Haskins' Corner School,.....       | 1                   | 0                   | 1                   | 0                      |
| Clark's Point School,.....         | 2                   | 2                   |                     | 100                    |
| Private School,.....               | 1                   | 1                   |                     | 100                    |
|                                    | 80                  | 47                  | 33                  | 58 3-4                 |

NOVEMBER, 1862.

| FROM                               | Number<br>examined. | Number<br>admitted. | Number<br>rejected. | Per cent.<br>admitted. |
|------------------------------------|---------------------|---------------------|---------------------|------------------------|
| Parker Street Grammar School,..... | 9                   | 7                   | 2                   | 77 7-9                 |
| Middle Street     "       " .....  | 15                  | 9                   | 6                   | 60                     |
| Fifth Street       "       " ..... | 19                  | 16                  | 3                   | 84 4-19                |
| Charles Street    "       " .....  | 15                  | 9                   | 6                   | 60                     |
| Private           "       " .....  | 1                   | 0                   | 1                   | 0                      |
|                                    | 59                  | 41                  | 18                  | 69 1-2                 |

The questions proposed at these examinations will be found in the Appendix to this Report, and also some Tabular Statistics conveying desirable information relative to the schools.

## PERSONAL.

The Report which I thus make is, I am aware, more general in its character than may be desired by some, although in accordance with the expressed wish of so many members of the Board, and with my own convictions on the subject. My visits to all the schools,—much more numerous, with the exception of some of the more distant Country Schools, than the Rules of the Board

require,—made, for obvious reasons, at irregular periods, and at times unanticipated by the teacher and scholars, have given me opportunities for presenting a report of each school, with all its excellencies and defects, with great minuteness of detail, but I cannot think that such a Report would be either judicious or useful. In many of these visits I have been accompanied by the Chairman of the several grades, or by some other members of the Committee, and regret that their numerous private duties have not more frequently permitted them to give me the pleasure, and the schools the benefit, of such visits. To such a visitation of the schools a very large proportion of my time has been given, and attended, as I think, with very perceptible and favorable influences upon them. Sometimes the visit is brief, sufficiently long, however, to give me an idea of the condition of the school, at other times it is protracted through the greater part of the entire session. In some of these visits I am a mere listener, only asking a few questions or making a few remarks on the subject of the lesson, but often conducting the recitation myself, and making it an examination of what the class has gone over since my last visit. My object has been to ascertain the real condition of each school in respect to the quantity and quality of the instruction given, to the progress made by each class, and, in a word, to every thing pertaining to its interests. But without wishing to magnify my office by giving a detailed account of my varied duties and labors during the year, which though gratifying to myself could not be of particular interest to others, I will merely say that, following the programme of duties prescribed by the Board, according to their presumed intent, and with the advice and active co-operation of the Chairman of the several grades, I have endeavored

in every possible way to promote the efficiency and usefulness of our schools, and have devoted to these duties at least one-third more time than was required by school duties in any one of the previous twenty years spent by me in actual teaching. I regret that duty to myself has compelled me to say thus much for the sake of those who may ignorantly suppose that the office of Superintendent is a sinecure.

In conclusion, I would express the earnest wish that our schools, prosperous as they are even under all the unfavorable influences of the past year, may at the close of another year exhibit evidence of a still higher degree of efficiency, and better realize our idea of what they can become. To secure this consummation, so devoutly to be wished, will require a higher degree of devotion on the part of all to whom these high and important interests are more immediately intrusted, and the cordial co-operation of those on whose bestowal of "material aid" these interests so essentially depend, by whom the words of inspiration in their application to the interests of education should not be forgotten, "There is that scattereth, and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty."

Respectfully submitted by

ABNER J. PHIPPS,

*Superintendent of Public Schools.*

January 3d, 1863.





## APPENDIX.

## No. 1.

| SCHOOLS.                        |          | Av. number<br>entered. | Av. number<br>belonging. | Average<br>attendance. | Per ct. of<br>attendance. | TEACHERS<br>now in service.                                                                                                                                                   | Salaries<br>per annum.                                |
|---------------------------------|----------|------------------------|--------------------------|------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>HIGH.</b>                    | Males,   | 68                     | 65                       | 64                     | 95                        | Charles P. Rugg,                                                                                                                                                              | \$1200                                                |
|                                 | Females, | 98                     | 92                       | 87                     | 93                        | Ivory S. Cornish,<br>Eliza H. Tobey,<br>Sallie W. Fox,<br>Susan A. Osgood,                                                                                                    | 1000<br>450<br>350<br>350                             |
| Total for High School,          |          | 166                    | 157                      | 151                    | 94                        |                                                                                                                                                                               |                                                       |
| <b>GRAMMAR.</b>                 |          |                        |                          |                        |                           |                                                                                                                                                                               | \$3350                                                |
| <b>FIFTH STREET,</b>            |          | 390                    | 355                      | 332                    | 93                        | Sylvander Hutchinson,<br>Hannah B. Robinson,<br>E. Emily Cushman,<br>Elizabeth C. Babcock,<br>Betsey B. Winslow,<br>Mary E. Smith,<br>Lydia A. Post,<br>Charlotte E. Wheeler, | 1000<br>300<br>300<br>300<br>300<br>300<br>300<br>300 |
| <b>MIDDLE STREET,</b>           |          | 178                    | 165                      | 161                    | 97                        | James S. Barrell,<br>Abby A. K. Howard,<br>Elizabeth F. Vincent,<br>Mary L. Blake,                                                                                            | 1000<br>300<br>275<br>275                             |
| <b>PARKER STREET,</b>           |          | 162                    | 147                      | 141                    | 95                        | Ebenezer Hervey,<br>Jane M. Gardner,<br>Eliza C. Lewis,                                                                                                                       | 1000<br>300<br>275                                    |
| <b>CHARLES STREET,</b>          |          | 120                    | 113                      | 106                    | 93                        | Julia H. Osgood,<br>Susan B. Cornish,                                                                                                                                         | 450<br>300                                            |
| Total for Grammar Schools,      |          | 850                    | 780                      | 740                    | 95                        |                                                                                                                                                                               | \$7275                                                |
| <b>INTERMEDIAL.</b>             |          |                        |                          |                        |                           |                                                                                                                                                                               |                                                       |
| <b>MERRIMAC STREET,</b>         |          | 107                    | 98                       | 88                     | 92                        | Helen M. Gordon,<br>Almena M. Hathaway,                                                                                                                                       | 325<br>275                                            |
| <b>PARKER STREET,</b>           |          | 90                     | 82                       | 76                     | 93                        | Annie R. Commerford,<br>Sylvia A. Chace,                                                                                                                                      | 350<br>250                                            |
| <b>MAXFIELD STREET,</b>         |          | 113                    | 100                      | 90                     | 90                        | Eliza J. D. Shepherd,<br>Martha A. Hemenway,                                                                                                                                  | 325<br>275                                            |
| <b>KEMPTON STREET,</b>          |          | 122                    | 112                      | 104                    | 92                        | Emma R. Wentworth,<br>Jeannette P. Hunter,                                                                                                                                    | 350<br>250                                            |
| <b>CHARLES STREET,</b>          |          | 108                    | 95                       | 86                     | 96                        | Clara D. Cory,<br>Mary S. Lewis,                                                                                                                                              | 350<br>250                                            |
| <b>WILLIAM STREET,</b>          |          | 133                    | 122                      | 113                    | 92                        | Mary E. Savery,<br>Mary B. Gooding,                                                                                                                                           | 350<br>250                                            |
| <b>BUSH STREET,</b>             |          | 107                    | 94                       | 88                     | 94                        | Mary E. Allen,<br>Maria L. Whitney,                                                                                                                                           | 350<br>250                                            |
| <b>SIXTH STREET,</b>            |          | 128                    | 114                      | 104                    | 94                        | Sarah D. Ottiwell,<br>Charlotte C. Carr,                                                                                                                                      | 350<br>250                                            |
| <b>DARTMOUTH STREET,</b>        |          | 73                     | 66                       | 61                     | 92                        | Jane C. Thompson,<br>Sarah E. Stoddard,                                                                                                                                       | 325<br>275                                            |
| Total for Intermedial Schools,  |          | 981                    | 883                      | 810                    | 92                        |                                                                                                                                                                               | \$5400                                                |
| <b>PRIMARY.</b>                 |          |                        |                          |                        |                           |                                                                                                                                                                               |                                                       |
| <b>HILL,</b>                    |          | 115                    | 100                      | 89                     | 89                        | Elizabeth P. Spooner,<br>Kate Commerford,                                                                                                                                     | 325<br>275                                            |
| <b>MERRIMAC STREET,</b>         |          | 129                    | 113                      | 108                    | 94                        | Alma C. Field,<br>Drusilla W. Sears,                                                                                                                                          | 325<br>275                                            |
| <b>PARKER STREET, one term,</b> |          | 88                     | 75                       | 65                     | 87                        |                                                                                                                                                                               |                                                       |
| <b>CEDAR STREET,</b>            |          | 198                    | 168                      | 151                    | 88                        | Cordelia M. Barker,<br>Annie S. Homer,<br>Ellen S. Kempton,                                                                                                                   | 350<br>275<br>275                                     |
| <b>MAXFIELD STREET,</b>         |          | 138                    | 110                      | 103                    | 93                        | Mary B. White,<br>Sarah E. Field,                                                                                                                                             | 325<br>275                                            |
| <b>CHARLES STREET,</b>          |          | 135                    | 111                      | 105                    | 94                        | Patience R. Almy,<br>H. A. R. Kempton,                                                                                                                                        | 350<br>250                                            |

| SCHOOLS.                               | Av. number<br>entered. | Av. number<br>belonging. | Average<br>attendance. | Per ct. of<br>attendance. | TEACHERS<br>now in service. | Salaries<br>per annum.                  |
|----------------------------------------|------------------------|--------------------------|------------------------|---------------------------|-----------------------------|-----------------------------------------|
| WILLIAM STREET,                        | 139                    | 118                      | 109                    | 92                        | Sarah H. Hewins,            | 350                                     |
| BUSH STREET,                           | 128                    | 113                      | 106                    | 93                        | Jane C. Finkill,            | 250                                     |
| SIXTH STREET,                          | 70                     | 61                       | 54                     | 87                        | Anna M. Bailey,             | 350                                     |
| GRIFFIN STREET,                        | 98                     | 85                       | 73                     | 84                        | Deborah D. Ruggles,         | 250                                     |
| DARTMOUTH STREET,                      | 124                    | 106                      | 98                     | 93                        | Ruth H. Brady,              | 350                                     |
| ARNOLD STREET,                         | 41                     | 33                       | 31                     | 91                        | Abby F. Bryant,             | 325                                     |
|                                        |                        |                          |                        |                           | Sarah H. Cranston,          | 250                                     |
|                                        |                        |                          |                        |                           | Harriet P. Cushman,         | 325                                     |
|                                        |                        |                          |                        |                           | Amanda M. Peirce,           | 275                                     |
|                                        |                        |                          |                        |                           | Susan M. Tompkins,          | 300                                     |
| Total for Primary Schools,             | 1401                   | 1193                     | 1092                   | 91                        |                             | \$6325                                  |
| <b>COUNTRY.</b>                        |                        |                          |                        |                           |                             |                                         |
| GROVE,                                 | 169                    | 147                      | 135                    | 91                        | Nehemiah Lincoln,           | 750                                     |
| ACUSHNET,                              | 60                     | 54                       | 48                     | 90                        | Clarissa S. Staples,        | 275                                     |
| NORTH,                                 | 28                     | 27                       | 21                     | 87                        | Mary J. Chase,              | 275                                     |
| PERRY'S NECK,                          | 24                     | 21                       | 19                     | 89                        | William A. Barrell,         | 650                                     |
| BELVILLE,                              | 28                     | 27                       | 22                     | 88                        | Mary B. Grinnell,           | 325                                     |
| HASKINS' CORNER,                       | 41                     | 33                       | 28                     | 88                        | Eliza H. Clark,             | 325                                     |
| CANNONVILLE,                           | 88                     | 72                       | 64                     | 91                        | Cornelia A. Rounseville,    | 325                                     |
|                                        |                        |                          |                        |                           | Carrie M. Cook,             | 325                                     |
|                                        |                        |                          |                        |                           | Sarah Crane,                | 325                                     |
|                                        |                        |                          |                        |                           | Carrie J. Spooner,          | 250                                     |
| CLARK'S POINT,                         | 34                     | 30                       | 29                     | 93                        | Celia L. Chase,             | 325                                     |
| ALMS HOUSE,                            | 28                     | 23                       | 22                     | 95                        | Asenath P. Taber,           | 250                                     |
| Total for Country Schools,             | 500                    | 434                      | 388                    | 90                        |                             | \$4400                                  |
|                                        | 3898                   | 3447                     | 3181                   | 92.6                      |                             | 26,750                                  |
| <b>EVENING.</b>                        |                        |                          |                        |                           |                             |                                         |
| Male Department, for first 12 weeks,   |                        |                          |                        | 26                        | Nehemiah Lincoln,           | Per<br>week,<br>three<br>ev'gs.<br>2.50 |
| Female Department, for first 12 weeks, |                        |                          |                        | 76                        | Mary E. Choate,             | 2.00                                    |
|                                        |                        |                          |                        |                           | Frances G. Hersey,          | 2.50                                    |
|                                        |                        |                          |                        |                           | Julia H. Hathaway,          | 2.00                                    |
|                                        |                        |                          |                        |                           | Eleanor Commerford,         | 2.00                                    |

## No. 2.

## SUMMARY OF TEACHERS' SALARIES.

## HIGH SCHOOL.

|                          |   |   |   |   |      |         |            |
|--------------------------|---|---|---|---|------|---------|------------|
| One Principal, (male,)   | - | - | - | - | -    | \$1,200 | per annum. |
| One Sub-master, "        | - | - | - | - | -    | 1,000   | " "        |
| One Assistant, (female,) | - | - | - | - | -    | 450     | " "        |
| Two Assistants, "        | - | - | - | - | each | 350     | " "        |

## GRAMMAR SCHOOLS.

|                           |   |   |   |   |   |       |     |
|---------------------------|---|---|---|---|---|-------|-----|
| Three Principals, (male,) | - | - | - | - | " | 1,000 | " " |
| One " (female,)           | - | - | - | - | " | 450   | " " |
| Ten Assistants, "         | - | - | - | - | " | 300   | " " |
| Three " "                 | - | - | - | - | " | 275   | " " |

## INTERMEDIAL SCHOOLS.

|                           |   |   |   |   |   |     |     |
|---------------------------|---|---|---|---|---|-----|-----|
| Six Principals, (female,) | - | - | - | - | " | 350 | " " |
| Three " "                 | - | - | - | - | " | 325 | " " |
| Three Assistants, "       | - | - | - | - | " | 275 | " " |
| Six " "                   | - | - | - | - | " | 250 | " " |

## PRIMARY SCHOOLS.

|                            |   |   |   |   |   |     |     |
|----------------------------|---|---|---|---|---|-----|-----|
| Five Principals, (female,) | - | - | - | - | " | 350 | " " |
| Five " "                   | - | - | - | - | " | 325 | " " |
| One " "                    | - | - | - | - | " | 300 | " " |
| Six Assistants, "          | - | - | - | - | " | 275 | " " |
| Four " "                   | - | - | - | - | " | 250 | " " |

## COUNTRY SCHOOLS.

|                        |   |   |   |   |   |     |     |
|------------------------|---|---|---|---|---|-----|-----|
| One Principal, (male,) | - | - | - | - | " | 750 | " " |
| One " "                | - | - | - | - | " | 650 | " " |
| Six " (female,)        | - | - | - | - | " | 325 | " " |
| Two Assistants, "      | - | - | - | - | " | 275 | " " |
| One " "                | - | - | - | - | " | 250 | " " |

## ALMS HOUSE (TRUANT) SCHOOL.

|                          |   |   |   |   |  |     |     |
|--------------------------|---|---|---|---|--|-----|-----|
| One Principal, (female,) | - | - | - | - |  | 250 | " " |
|--------------------------|---|---|---|---|--|-----|-----|

## EVENING SCHOOLS.

|                        |   |   |   |      |        |                     |
|------------------------|---|---|---|------|--------|---------------------|
| One Principal, (male,) | - | - | - | -    | \$2.50 | per week, 3 eve'gs. |
| One " (female,)        | - | - | - | -    | 2.50   | " "                 |
| Three Assistants, "    | - | - | - | each | 2.00   | " "                 |

## No. 3.

SERIES OF QUESTIONS PROPOSED TO THE APPLICANTS  
TO ENTER THE HIGH SCHOOL, MAY 1862.

## ARITHMETIC.

1. The Falls of Niagara have receded 50 yards within the last 40 years. How long, at this rate, has it taken them to recede from Queenstown, 7 miles below their present site?

2. Suppose the Erie Canal to be 60 feet wide, and 6 feet deep, how many miles in length will it require to make one cubic mile of water?

3. A merchant sold flour at \$5.50 a barrel, and gained 10 per cent; he afterwards sold the same kind of flour at \$6.25 a barrel. What per cent. did he gain at the latter price?

4. A line 244 feet in length will reach from the top of the walls of a fort, situated on the bank of a river, to its opposite side; the width of the river is 240 feet; what is the height of the walls of the fort?

5. On an acre of ground there were erected 21 buildings, occupying on an average 3 sq. rods, 112 ft. 8 in.; how much remained unoccupied?

6. What is the amount of \$185.26 in 2 years, 3 mos., 11 days, at 7  $\frac{1}{2}$  per cent.?

7. Received as the amount of \$710. for 1 year, 2 mos., and 12 days, \$778.16. What was the rate per cent.?

8. A man having a field 30 rods square, sold 25 square rods to one of his neighbors, and 20 rods square to another. What is the value of the remainder at \$175 per acre?

9. If a cannon ball 6 inches in diameter weighs 32 lbs., what is the diameter of one weighing 12 lbs.?



10. If 14 casks of raisins, each weighing 125 lbs., be carried 6 miles for \$6.25, what will be the cost of carrying 56 casks, each weighing 100 lbs., 66 miles?

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### GEOGRAPHY.

1. Define the following terms: Latitude, Longitude, Isthmus, Cape, Hemisphere.

2. What seas, gulfs, and bays, lie East and South of Asia?

3. Name the three mountain-systems which cross the United States, and describe each of them.

4. Name the eight States which border on the great American Lakes.

5. Name five of the principal rivers of North and South America, and describe the Missouri.

6. Name and give the situation of the largest fresh water lake, the longest river, and the highest mountain, in the world.

7. Through what waters would you pass in going from Cincinnati to St. Petersburg?

8. Which of the United States is most extensively engaged in iron manufactures? Which in commerce? Which has produced the most sugar? Which the most tobacco?

9. Name the principal forms of government, and give an example of each.

10. Give the boundaries of Virginia, Indiana, Missouri, and the capitals of each.

## GRAMMAR.

1. What is Orthoepy? What is Orthography? What is a sentence?

2. What is a *proper* noun? an *abstract* noun? a *collective* noun? Give two examples of each.

3. Write nouns of the feminine gender that correspond with Uncle, Nephew, Earl, Lad, Gander.

4. What is the plural of chimney? loaf? mouse-trap? cupful? penny (a *coin*)? What two forms are there for the plural of cherub?

5. What does the Case of nouns or pronouns denote? When is a noun in the nominative case? When in the objective case?

6. What is a verb? What is an irregular verb? What is an intransitive verb? Write a sentence containing a verb in the progressive form.

7. What is mood? What form of the verb is the Potential mood? the Subjunctive mood? In what mood is the verb in the sentence, "Honor thy father and thy mother"?

8. Give the principal parts of the following verbs: Arise, begin, draw, fly, take.

9. Correct the following sentences, if you think they are incorrect:

I intended to have asked him yesterday, but I could not hardly get time before he laid down;

They learned their lessons perfect, but neither of them were ready to recite;

Who did you speak to, as you was standing at the Door?

If I was you I would learn the scholars to speak grammatical.

Every one of them think they can perform their problems, but some can do those sort of things easier than others.

10. Parse the italicised words in the following sentence :

If every one's *internal* care  
Were written on *his* brow,  
How many *would* our pity share,  
Who have our envy *now* :  
The fatal secret once revealed  
*Of every* aching breast,  
Would show that, only while concealed,  
Their *lot* appeared the best.

---

### HISTORY.

1. In what year was each of the following places settled: Plymouth, Boston, New York, Philadelphia, Jamestown?

2. What was the cause of the French and Indian War; by what treaty was peace concluded; and what territory came into the possession of England by that treaty?

3. For what is the year 1492 remarkable? 1620? 1775? 1776? 1783?

4. What were the chief causes of our Revolutionary War?

5. What were the principal grounds on which the United States declared war against England in 1812?

6. What can you say of the origin and objects of the "Society of the Cincinnati"?

7. What can you tell of the battle of New Orleans in 1815, and its results?

8. Name the thirteen original States.

9. Give an account of the treachery of Arnold, and of the death of Andre.

10. What is an Embargo? a Blockade? a Tariff? Treason?

## S P E L L I N G .

Clandestine, Animadvert, Recipient, Optician, Photographed, Architectural, Panorama, Galleries, Recommendatory, Innumerable, Vegetables, Caterpillar, Specified, Louisiana, Promiscuously, Formidable, Advantageously, Expeditious, Purloined, Politician, Cavalier, Procedure, Acknowledgment, Facetious, Confidential, Municipality, Immigration, Emigration, Facilities, Sanguinary, Seizure, Analyzed, Systematic, Asthmatic, Believe, Perceive, Miniature, Melodeon, Inseparable, Auctioneer, Insuperable, Pleasant, Stomach, Desirable, Reference, Magnifying, Satellite, Celebrity, Circulate, Sufficiency.

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## No. 4.

SERIES OF QUESTIONS PROPOSED TO THE APPLICANTS  
TO ENTER THE HIGH SCHOOL, NOVEMBER, 1862.

## A R I T H M E T I C .

1. Find the sum of eight thousand and ten; forty-nine, and three-tenths; forty thousand, and three millionths; and subtract from it 48059.3; multiply the remainder by five thousand; and divide the product by three ten-thousandths.

2. Add  $\frac{2}{5}$  and  $\frac{3}{7}$ ; from the sum subtract  $\frac{3}{8}$ ; multiply the remainder by  $\frac{1}{3}$  of  $2\frac{2}{5}$ ; and divide the product by  $\frac{4}{5\frac{1}{4}}$ .

3. Express in acres and the decimal of an acre, the area of 49 square lots, each 5 rods, 8 feet, 3 inches, on a side.

4. Reduce  $\frac{3}{8}$  of an inch to the fraction of a mile.

5. A can perform a piece of work in 7 days; A and



B together can perform the same in 4 days; C can perform it in 14 days. In what time can B and C together perform the work?

6. A sells goods which had cost \$800, to B at an advance of  $12\frac{1}{2}$  per cent.; B sells them to C, and gains  $11\frac{1}{2}$  per cent. of what he had paid. What per cent. would A have gained, if he had sold the goods to C for the same which B received?

7. A has \$10,000 loaned in New Bedford, and \$8,600 loaned in New York; on which sum is the legal interest greater, and how much per year?

8. Suppose a note for \$7,000 payable in 5 months, to be discounted at a bank in New Bedford; how much money would be received?

9. What is the value of a pile of wood, that is 10 rods long, 4 feet wide, and  $1\frac{1}{2}$  yards high, at \$5.75 per cord?

10. Subtract the square root from the cube root of  $\frac{64}{4096}$ .

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## GEOGRAPHY.

1. Name (1) three peninsulas in Europe; (2) three of the principal ranges of the great mountain-system of Europe; (3) two straits separating the Continent of Europe from other lands; (4) the most northern town in Europe; (5) the principal productions on the shores of the Mediterranean.

2. (1) To what three races do the inhabitants of Asia belong? (2) What are the chief productions of Japan? (3) the Capital of British India? (4) What inland sea in Turkestan? (5) In what direction does the land in Siberia slope, and how do you know it?

3. (1) Into what do the rivers of Africa flow? (2) When, by what Society, and for what purpose, was Liberia founded? (3) Which is the largest African Island, and where situated? (4) Into what does the river Niger flow? (5) What is the capital of Egypt?

4. (1) Which is the highest mountain in North America? (2) the longest river in Europe? (3) the largest of the West India Islands belonging to Great Britain? (4) the most populous city in the world? (5) the largest lake in the world?

5. Which are the "Five Great Powers" of Europe?

6. (1) Which is the *largest* of the United States? (2) the *most populous*? (3) which produces the most *sugar*? (4) Which is most noted for its manufactures of *wool* and *cotton*? (5) of *iron*?

7. (1) What is the *area* of Massachusetts? (2) its *population*? (3) Give the boundaries of New Bedford; (4) of Bristol County; (5) of Massachusetts.

8. What five States border on the Gulf of Mexico?

9. (1) What is longitude? (2) When it is 10 o'clock, A. M. in New Bedford, what is the time of day 45° east of it? (3) 45° west? (4) 45° north? (5) 45° south?

10. Name five of the largest cities in the United States, and give their situation.

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#### GRAMMAR.

1. (1) What is a *noun*? (2) a *pronoun*? (3) a *verb*? (4) an *adjective*? (5) an *adverb*? (Give an example of each after its definition.)

2. (1) What does the *present* tense of a verb denote? (2) the *past*? (3) the *future*? (4) the *perfect*? (5) the

*past perfect?* (Give an example of each, using the verb *do* in the first person singular.)

3. (1) How are the comparative and superlative degrees of adjectives regularly formed? (2) Compare *little*; (3) *prudent*; (4) *bad*; (5) *hind*.

4. Write the plural of (1) mouthful, (2) mouse-trap, (3) hero, (4) grotto, (5) Mussulman.

5. What is (1) a *sentence*? (2) a *collective noun*? (3) a *passive verb*? (4) an *irregular verb*? (5) the Rule to be given in parsing a *pronoun*?

6. Correct, in respect to punctuation and capitals, the following:

(1) hon chas sumner of boston mass is a member of the u s senate

(2) the book entitled recreations of a country parson was written by rev dr a h boyd now of glasgow scotland

7.

“ Nature hath her hoarded poetry  
And *her* hidden spoils, and he  
Who is familiar with her *mysteries* is even as one  
Who, *by* some secret charm of soul or eye,  
In every clime, beneath the smiling sun,  
*Sees where* the springs of living waters lie.”

(1) Name the modified predicate in the principal, or leading clause, in the above extract; (2) the *nouns* which are in the *plural* number; (3) the *prepositions*; (4) the *transitive* verbs; (5) the *intransitive*.

8. Parse the five italicised words in the above extract.

9. Write (1) a sentence containing a relative pronoun in the possessive case, and (2) another containing a personal pronoun in the objective case.

10. Analyze the following:

Ah! gentlemen, that recent defeat was a woful calamity.

## HISTORY.

1. When and where, were the first settlements made in the following States :

(1) Virginia, (2) New York, (3) Massachusetts, (4) Rhode Island, (5) Pennsylvania ?

2. (1) How many persons did the Mayflower bring to America ?

(2) Name four of the most distinguished of them.

3. (1) Which of the New England colonies formed a union in 1643 ?

(2) Why was such a union formed ?

4. (1) Who was the first Governor of the Plymouth Colony ?

(2) Of what Colony was John Winthrop a Governor ?

5. Give an account of the destruction of tea at Boston in 1773.

6. (1) Where and when, was "The First Continental Congress" held ?

(2) Which Colony was not represented in it ?

7. (1) When was George Washington born ?

(2) When was he elected Commander-in-chief of the American forces ?

(3) When did he resign this office ?

(4) When was he inaugurated President of the United States ?

(5) When did he die ?

8. Give an account of the "Nullification" troubles in Jackson's Administration.

9. (1) How many and what great departments of government are established by the Constitution of the United States ?

(2) Of how many and what branches does Congress consist ?



(3) In which branch of Congress must all bills for raising revenue originate?

(4) Who is, by virtue of his office, the President of the Senate?

(5) What is the presiding officer of the House called?

10. (1) How does the mode of electing a Senator of the United States, differ from that of a Representative?

(2) To how many Senators is each State entitled?

(3) How do the qualifications as to age, &c. requisite for a Senator, differ from those for a Representative?

(4) In what does "Treason" against the United States consist?

(5) How often is a "Census" required to be made?

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### SPELLING.

Anonymous, Tranquillity, Reprieve, Partridge, Battalion, Bouquet, Antiquity, Assuage, Vincibility, Transcend, Burlesque, Brigadier, Inauspicious, Liquefaction, Mysticism, Neuralgia, Petrification, Scintillate, Scurrilous, Bacchanalian, Politician, Petrification, Panegyric, Prerequisite, Resistible.

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### No. 5.

### HIGH SCHOOL GRADUATES. 1862.

The first public award of Diplomas to the graduates of the High School, in accordance with the suggestions of the Superintendent in his last Report, was made at

the semi-annual Exhibition in May. The exercises were for the first time in the City Hall, and were attended by His Honor, the Mayor, and several members of the City Government, by the members of the School Board, and by a very large number of the citizens, filling the Hall to its utmost capacity. It was an occasion of great interest. The Diplomas were conferred, with appropriate remarks, by Rev. T. Stowe, Chairman of the Board, upon the following young ladies, members of the graduating class :

Louisa A. Arey, Mary Commerford, Cynthia A. Freeman, Nancy M. Hicks, Mary R. Hinckley, Helen M. Leonard, Sarah B. Manchester, Kate A. Ottiwell, Lizzie Russell, and Lizzie P. Terry.

Under very similar circumstances, at the semi-annual Exhibition in November, diplomas were conferred upon the following young ladies :

Abbie S. Almy, Mary E. Chase, Carrie H. Childs, Lizzie A. Clark, Rhoby A. Cranston, Ellen Eldredge, Sarah T. Parker, Anna E. Swasey, and Helen A. Wilcox.







RULES  
OF THE  
SCHOOL COMMITTEE,  
AND  
REGULATIONS  
OF THE  
PUBLIC SCHOOLS,  
OF THE  
CITY OF NEW BEDFORD.



NEW BEDFORD:  
E. ANTHONY, PRINTER TO THE CITY.  
1861.



# EXTRACTS FROM THE GENERAL STATUTES OF THE COMMONWEALTH.

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## Chapter XXXVIII.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

SECTION 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this commonwealth and of the United States, and the Latin language. Such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

SECTION 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

SECTION 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SECTION 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committee, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

SECTION 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

SECTION 25. The school committee may dismiss from employment any teacher whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

SECTION 27. The school committee shall require the daily reading of some portion of the Bible in the common English version; but shall never direct any school books calculated to favor the tenets of any particular sect of christians to be purchased or used in any of the town schools.

SECTION 30. If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

#### Chapter XL.

SECTION 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, shall be so returned.



## Chapter XLI.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars: but if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SECTION 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend school in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

SECTION 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

SECTION 9. No person shall be excluded from a public school on account of the race, color, or religious opinions, of the applicant or scholar.

## AN ORDINANCE

IN RELATION TO THE SUPERINTENDENT OF PUBLIC SCHOOLS.

*Be it Ordained by the City Council of the City of New Bedford,  
as follows :*

SECTION 1. The School Committee shall annually, on the second Monday in January, appoint a Superintendent of Public Schools, who, under the direction and control of said Committee, shall have the care and supervision of the schools.

SECTION 2. The said Superintendent of Public Schools shall receive as compensation for his services the sum of twelve hundred dollars per annum, in quarterly payments.

SECTION 3. In addition to the amount so paid for the salary of the Superintendent of Public Schools, the City Council shall annually appropriate such further sum as they may deem sufficient for the services of the School Committee in managing the expenditures and finances of the School Department, and beyond the sums so appropriated and voted, the School Committee shall receive no compensation for their services.

SECTION 4. Said Superintendent shall enter upon his duties on the first Monday in February.

IN COMMON COUNCIL, November 15th, 1860.

Passed to be ordained.

NATHAN E. HAMMETT,

*President of the Common Council.*

IN BOARD OF ALDERMEN, November 15th, 1860.

Passed to be ordained.

ISAAC C. TABER, *Mayor.*

# RULES OF THE COMMITTEE.

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## CHAPTER I.

### ORGANIZATION AND MEETINGS OF THE BOARD.

SECTION 1. The Board shall be organized by the choice of a Chairman and Secretary, by ballot.

SECTION 2. The regular meetings of the Board shall be held on the evenings of the first Monday of January and of the second and fourth Monday of each month. Special meetings may be held at the call of the Chairman.

SECTION 3. Seven members shall constitute a quorum; but there shall be no action relating to the salaries of Teachers, and no alteration or suspension of the Rules and Regulations, unless a majority of the Board are present.

SECTION 4. The rules of proceeding and debate laid down in Cushing's Manual, shall be observed at all meetings of the Board, so far as they are applicable, unless they are modified by special vote.

SECTION 5. At the first meeting of the Board, or as soon thereafter as practicable, the following Standing Committees shall be appointed, viz:

A Committee on the High School.

A Committee on the Grammar Schools.

A Committee on the Intermedial Schools.

A Committee on the Primary Schools.

A Committee on the Country Schools.

A Committee on the Alms-House School.

A Committee on Examination of Teachers.

A Committee on Text-Books and Library.

A Committee on Accounts.

A Committee on Expenditures.

## CHAPTER II.

## DUTIES OF OFFICERS AND STANDING COMMITTEES.

## DUTIES OF THE CHAIRMAN.

SECTION 1. The Chairman shall preside at all meetings of the Board.

He shall nominate the Standing Committees, except the Committee on Expenditures; and shall appoint all Special Committees, unless otherwise ordered.

He shall exercise a general care over the schools in matters not specially provided for.

He shall call special meetings of the Board whenever he deems it necessary, or on the application of any two members; and shall approve all bills when they have been passed by the Committee on Accounts.

## DUTIES OF THE SECRETARY.

SECTION 2. The Secretary shall make a fair and accurate record of the proceedings of the Board; shall have charge of all papers on file; and perform other duties usually appertaining to his office.

He shall give notice in writing, to every member of the Board, of all its regular and special meetings, (and notices of special meetings shall be sent twenty-four hours, at least, previous to such meeting); to each member of every Standing and Special Committee of his appointment; and to the Chairman of the Committee of the names of those associated with him, and of the object for which the Committee is appointed. He shall also notify the meetings of each Committee, when requested by its Chairman.

In case of the death, resignation, or absence from the city, of the Chairman, he shall call the regular and special meetings of the Board in the same manner as the Chairman.

He shall give notice to Teachers of their appointment; shall give them the required certificates of qualification; and shall furnish them with the blank forms of school returns required by law. He shall be the organ of communication between the Board and the Teachers.



He shall furnish text-books for the use of the schools as the laws direct, and supply scholars who are not provided by their parents or guardians, with all necessary books, which shall be procured as the Committee shall order. No book shall be delivered to any scholar, except on the order of the Principal stating that application has been made without avail to the parent, master, or guardian, to supply the same — the order containing the name of such parent or guardian, as well as of the pupil to be supplied. A record of all books thus distributed, together with the names of the parties, shall be kept, and in the month of June or July, annually, he shall furnish a copy thereof to the Assessors of the city. Blank orders for such books shall be given by the Secretary to the Principals of the several schools.

He shall also communicate to each Teacher the names of the Officers and Standing Committees of the Board, and shall give all other notices which may be required.

#### DUTIES OF STANDING COMMITTEES.

SECTION 3. The Committee on the High School shall have the care of the same, and shall examine candidates for admission.

The Committees on the other Schools shall have care of them respectively.

SECTION 4. The Chairman of each of these Committees shall give advice to the Superintendent in any emergency, and decide upon any difficulty between the Teachers of the schools of which he is Chairman and the parents or guardians of the scholars.

In all cases of suspension occurring under his direction, or sanctioned by him, he shall report the facts at the next meeting of the Board, unless the scholar shall have been restored; but all his decisions shall be final, unless reversed by the Board.

He may grant leave of absence to any Teacher of these schools, or may allow an alteration or suspension of the regular session, whenever he may deem it advisable, or the interests of the school may require; it being understood, however, that no Teacher shall be allowed leave of absence

unless the Chairman is satisfied that it is necessary. All such favors, with the reason thereof, shall be reported at the next meeting of the Board.

SECTION 5. The Committee on Examination of Teachers shall from time to time hold meetings for the examination of all those who may present themselves as candidates. Public notice shall be given of the time and place of meeting, and the examination shall be open to all the members of the Board.

Whenever a vacancy occurs in any of the schools, this Committee shall nominate to the Board the candidate in their judgment best qualified for the situation.

SECTION 6. The Committee on Text-Books and Library shall recommend to the Board such books as they may think proper to be used in the schools. No book shall be introduced into the schools unless it has been referred to this Committee.

SECTION 7. The Committee on Accounts shall examine and pass all bills contracted under the authority of the Board, and shall report quarterly a statement of all bills passed by them, and an estimate of outstanding bills.

SECTION 8. The Committee on Expenditures shall have the superintendence of all the buildings occupied by the schools, and the yards and fences connected therewith, and may expend in repairs a sum not exceeding in any one instance \$50, reporting each month the amount thus expended, to the Committee on Accounts. They shall furnish all necessary articles, fixtures, and fuel, and cause the yards and rooms to be suitably cleansed. They shall execute all orders of the Board respecting School-Houses and their premises, unless otherwise provided for. They shall arrange for the warming and sweeping of the School-Houses, and any other services that may be necessary, and the arrangements thus made they shall communicate to the Board, if required. They shall also make arrangements for furnishing the scholars in the public schools with text-books in accordance with the Statute; and shall also furnish the necessary stationery for the use of the schools.

## CHAPTER III.

### DUTIES OF THE SUPERINTENDENT.

SECTION 1. The Superintendent, under the direction and control of the Board, shall have the care and supervision of the schools.

SECTION 2. He shall visit each school twice at least each term, and oftener when in his judgment it is desirable. He shall make a thorough examination of the condition and progress of all the schools quarterly, giving notice of the time of examining any school to the Chairman of the Committee on the grade to which the school belongs, and shall advise the teachers respecting the best methods of instruction and discipline. He shall furnish each Teacher with a list of the text-books prescribed for the schools, and shall see that the regulations of the schools which have been adopted by the Board are strictly obeyed by the Teachers and pupils.

SECTION 3. He shall decide upon all applications for admission to any of the schools, except the Country Schools, and except in cases of admission to the High School from other schools.

SECTION 4. At the close of the second and fourth terms of the school year, he shall make a written report to the Board, giving an account of the schools he has visited, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable.

SECTION 5. He shall attend the meetings of the Committee on Examination of Teachers; and shall render such assistance as may be required in the examination of candidates for the office of Teacher, and also of candidates for the High School.

SECTION 6. He shall report to the Committee on Expenditures any repairs that may be needed, or any want of the schools, of furniture, fixtures, or fuel.

SECTION 7. He shall report all cases of truancy that may come under his observation to the Chairman of the Committee on Truancy appointed by the City Government.

SECTION 8. In connection with the Chairman of the Committee assigned to any school, he shall make such temporary arrangements in it, as may seem to be necessary.

SECTION 9. He shall, under the direction of the Board, hold quarterly meetings of the Teachers for an interchange of views upon methods of instruction and discipline.

SECTION 10. He shall devote his entire services during the school hours to the duties of his office, and shall keep regular office hours, other than the school hours, at a place provided for that purpose.

SECTION 11. He shall attend the meetings of the Board, and give such information as may be desired respecting the condition of the schools.

## CHAPTER IV.

### APPOINTMENT AND COMPENSATION OF TEACHERS.

SECTION 1. The Teachers of the schools shall be appointed during the month of November, and shall hold their places for one year, unless removed by the Board. Appointments, however, may be made at any other time and for a less period, if in any case it may seem desirable. And all appointments of Teachers to new situations shall be for only one term.

SECTION 2. The vote upon the appointment of each Teacher shall be taken separately, and if requested by any member, by ballot.

SECTION 3. The salary of the Teachers shall be fixed at the time of appointment, and no reduction shall be made at any other time, except by consent of both parties to the contract, unless there is such a change in the arrangements of a school as to render it proper.

SECTION 4. The Teachers shall receive their salary at the close of each term, pro rata. If any Teacher shall leave the service of the city before the time of regular payment, he shall receive a proportionate compensation for the period he has actually been employed since the time when the last regular payment was made, except in the case specified in Regulations of the Schools, Chapter I, Section 30.



SECTION 5. If any Teacher is absent from school on account of illness, no deduction shall be made from his salary on that account, unless his absence shall occasion the appointment and payment of a substitute, in which case the sum paid shall be deducted from the amount of the regular payment, unless otherwise ordered by the Board.

## CHAPTER V.

### ADDITIONAL RULES.

SECTION 1. Each member of the Board is authorized to visit all the schools of the city, and it is recommended that this be done at least once during the year.

SECTION 2. No Text-Book shall be adopted by the Board for the use of any school, unless a copy thereof shall have been furnished for examination to each member who may desire it, at least one week previous.

SECTION 3. These Rules may be altered or suspended at any meeting by two thirds of the members of the Board voting for the same; and the Regulations of the Schools may be altered or suspended by a majority, when a majority of the Board are present.

# REGULATIONS OF THE SCHOOLS.

## CHAPTER I.

### GENERAL REGULATIONS.

SECTION 1. The School year shall commence on the first Monday in December.

SECTION 2. There shall be four terms in each year; the first term commencing the first Monday in December, the second term the first Monday in March, the third term the first Monday in June, and the fourth term the first Monday in September.

SECTION 3. The regular holidays and vacations shall be every Saturday through the year, Christmas, New Year's day, the twenty-second of February, Fast day, May day, the Fourth of July, Thanksgiving day, one week preceding the first Monday in March, two weeks preceding the first Monday in June, four weeks preceding the first Monday in September, and one week preceding the first Monday in December.

SECTION 4. The schools shall commence their morning session at nine o'clock, and close at twelve o'clock, through the year. The afternoon session, except in the Country Schools, shall commence at two o'clock, and close at half past four o'clock, from the first day of November to the end of the first term. The remainder of the year it shall commence at two o'clock, and close at five o'clock.

All the schools shall commence punctually at the prescribed hours.

SECTION 5. In every school there shall be, at each session, a recess not exceeding fifteen minutes; and no Teacher shall have power to omit or curtail the same.

SECTION 6. No scholar shall be admitted into any of the schools without a certificate from a physician, or other proof satisfactory to the Superintendent, that he has been vaccinated or otherwise secured against the small pox. No such proof, however, shall be required of those who are transferred from one school to another.

SECTION 7. The regular days for the admission of scholars shall be the first day of each term, and the first Monday in each month; and no new scholar shall be admitted to any but the Primary and the Country schools, except on those days, unless it shall be made to appear to the Superintendent that he was necessarily prevented from seeking admission at the proper time.

SECTION 8. Pupils shall not be transferred from a lower to a higher grade of schools, except at the beginning of the term, notwithstanding they may have previously arrived at an age when, by the Regulations, they are admissible into the higher schools.

SECTION 9. Every school-room shall be opened, and all the Teachers shall be present, ten minutes before the hour for the commencement of each session. And the scholars shall be required to be in their seats punctually when the hour arrives.

SECTION 10. The Principal of each school shall read, or cause to be read, a portion of the Sacred Scriptures at the opening of the morning session; and the Board recommend that prayer also be offered by one of the Teachers, or at least that the Lord's Prayer be repeated, by a Teacher alone, or by the Teachers and scholars in concert.

SECTION 11. In all cases of absence or tardiness of the scholars, the Teacher shall require from parents or guardians an excuse made in person or by writing, stating the necessity of such absence or tardiness; and the expiration of a term, intervening between the absence and the next attendance, shall not exempt any scholar from this requisition.

SECTION 12. Scholars who are absent from school three half days within three consecutive weeks, shall forfeit their seats until the next regular entrance day, unless it shall be made to appear to the Superintendent that such absence was necessary. This shall not apply to Country Schools.

SECTION 13. No scholar shall be permitted to leave school before the regular hour of closing, except in case of sickness or some emergency.

SECTION 14. No medals or prizes shall be awarded in any of the schools.

SECTION 15. No contribution or subscription for any purpose whatever shall be introduced into any school; nor shall any pamphlets or newspapers of any kind be distributed, without the consent of the Chairman of the Committee on the school.

SECTION 16. No person shall be allowed to visit any of the schools of the city for the purpose of introducing to the schools any paper, periodical, or other publications of any kind.

SECTION 17. No person shall be allowed to visit any school, as agent for any exhibition or entertainment of any kind, except by vote of the Board.

SECTION 18. The Teachers shall each receive copies of the text-books used by them respectively, with a list of the books prescribed for the schools, and shall strictly follow the course of instruction prescribed by the Board; and no books shall be used, or studies pursued in the schools, but such as the Board shall designate.

SECTION 19. The introduction and perusal of books not connected with the assigned studies is absolutely prohibited, and also of all papers or pictures; and in any instance of violation of this rule, such books, papers, or pictures shall be taken possession of by the Principal, and disposed of in such a manner as will prevent their return to the schools.

SECTION 20. The Teachers shall practise such discipline in their schools as would be exercised by a kind and judicious parent in his family, avoiding corporal punishment in all cases where good order and obedience can be maintained without it; and whenever corporal punishment becomes necessary, it is recommended that it be inflicted apart from the school; and any Teacher may detain scholars after the regular school hours, not exceeding thirty minutes.

SECTION 21. For obstinate or violent opposition to his authority, the Principal may suspend a scholar from school for



the time being, and thereupon shall inform the parent or guardian of the measure, and shall, without delay, apply to the Chairman of the Committee assigned to the school, for advice and direction.

SECTION 22. When the example of any scholar is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the Principal, with the approbation of said Chairman, to suspend such scholar from his school. But if any scholar thus suspended shall have expressed to the Principal regret for his offence as openly and explicitly as the nature of the case may require, and shall have given promise of amendment, he may, with the previous consent of said Chairman, be restored to the school.

SECTION 23. It shall be the duty of the Principal to inform the Superintendent whenever any scholar is suspended, and no permit for his return to school shall be given except by direction of the Chairman of the Committee on the school.

SECTION 24. To promote the well-being of their pupils, it shall be the duty of the Teachers, as far as is practicable, to exercise a general inspection over them, as well out of the school-house, as within; and on all suitable occasions to inculcate "the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

SECTION 25. If any scholar shall wilfully deface, defile, or otherwise injure any of the school-houses, or the desks, furniture, fixtures, books, apparatus, out-buildings, or fences belonging to the same, a written notice shall be sent by the

Principal without delay to the parent or guardian of the pupil, informing him that unless an apology is made for such trespass to the Committee on Expenditures, and the injury repaired, or a compensation paid within one week from the date of said notice, the offender will be suspended from the school until the pleasure of the Board shall be known.

SECTION 26. The Teachers shall take care that the school-houses, the apparatus and books in the same, and all the public property intrusted to their charge, are not defaced or otherwise injured by the scholars; and it shall be their duty to give prompt notice to the Committee on Expenditures of any repairs or supplies which may be needed.

SECTION 27. The Teachers shall carefully preserve neatness in the school-houses, by having them promptly swept and cleaned under the direction of the Committee on Expenditures, and they shall also give vigilant attention to the ventilation and temperature of the same, causing the rooms that have been occupied, to be opened immediately after the close of each morning and afternoon session. To aid them in the regulation of the temperature, a thermometer shall be furnished to each school and recitation room.

SECTION 28. The Principal of each school is required to give information to the Secretary in writing, at the close of each term, of the whole number of scholars admitted to his school during the term, the average attendance, the average number belonging, the percentage of attendance, and the number over fifteen years of age, together with the studies pursued in his school, agreeably to the printed forms furnished by the Secretary, and also the period of absence of himself and assistants.

SECTION 29. The Registers required by law shall be faithfully kept by the Principals in each school, and no one shall be re-appointed by the Board, who does not strictly comply with the requisitions of the Board and the law of the Commonwealth, in this respect.

SECTION 30. Any Teacher contemplating a resignation of his situation, shall give four weeks' notice of such intention, in writing, to the Secretary of the Board; but no Teacher will be at liberty to leave, except at the end of a term,

without the consent of the Board. If such notice is not given so as to allow time to procure a substitute, no compensation shall be allowed for any services rendered within four weeks of the time the resignation takes effect.

SECTION 31. In case of the illness of a Teacher, of such severity as to prevent his attendance, he shall give information thereof to the Superintendent, and in no case shall a Teacher appoint a substitute.

SECTION 32. The Principals shall, by frequent examination, acquaint themselves with the condition of all their classes, and shall give such advice and instruction to their assistants, as may be found, upon such examination, to be called for. And it is strictly enjoined upon them to see that the scholars are not advanced in their books or studies, until they are qualified to profit by such advancement.

SECTION 33. The Principal, being more immediately responsible for the condition of the school under his charge, shall be entitled to the obedience of all subordinate Teachers; and it is expected of all assistant Teachers that they cheerfully comply with all the directions they may receive from their Principal. In the absence of the Principal, the first assistant shall take charge of the school with all the authority of a Principal.

SECTION 34. In all cases of difficulty in the discharge of their official duties, and whenever they may stand in need of assistance, Teachers shall apply to the Superintendent for advice and direction.

## CHAPTER II.

### PRIMARY SCHOOLS.

SECTION 1. These schools are designed for children between the ages of five and nine years.

SECTION 2. Each school shall be furnished with Blackboards, and frequent use of them is enjoined upon the Teachers.

SECTION 3. The children shall be furnished with slates, and when not otherwise employed, are to be taught to

imitate some mark, letter, or other object, from a card, picture, or book.

SECTION 4. Singing may be introduced as an exercise, at the discretion of the Teachers.

SECTION 5. During recess the scholars shall exercise in the open air or in the school-room, under the direction of the Teachers.

SECTION 6. The course of instruction in these schools shall be as follows :

Reading in the Primer, and in the First and Second Readers, of the Progressive Series.

Spelling from the Readers.

Exercises in Articulation.

Marks of Punctuation.

Counting from one to one hundred.

Reading numbers containing not more than three figures, and combinations of Roman characters denoting numbers not greater than one hundred.

Writing figures on the slate.

Exercises in the Addition, Subtraction and Multiplication Tables, as far as 12.

The Grand Outlines of the Earth's Surface, to be taught orally, with the use of maps.

## CHAPTER III.

### INTERMEDIAL SCHOOLS.

SECTION 1. These Schools are designed for scholars between the ages of seven and twelve years, who can pass a satisfactory examination in the course of instruction required in the Primary Schools.

SECTION 2. The Teachers shall make oral instruction a part of every exercise in which it can be profitably introduced, and shall embrace all proper opportunities of impressing upon the minds of the scholars lessons of cleanliness, order, and decorum, a strict regard to truth and the rights of others.

SECTION 3. Blackboards shall be placed in every school, and it is enjoined upon the Teachers to make use of this important means of teaching.



SECTION 4. The course of instruction in these schools shall be as follows :

Reading in the Second and Third Readers, of the Progressive Series.

Spelling from the Readers, or from the Progressive Speller.

Exercises in Articulation.

Greenleaf's Intellectual Arithmetic, as far as Lesson 40.

Oral exercises in Mental Arithmetic.

Greenleaf's Common School Arithmetic, as far as Federal Money.

Warren's Primary Geography.

Writing: Payson, Dunton & Scribner's system.

## CHAPTER IV.

### GRAMMAR SCHOOLS.

SECTION 1. Candidates for admission to these schools must be at least ten years of age, and pass a satisfactory examination in the studies required in the Intermedial Schools.

SECTION 2. The course of instruction in these Schools shall be as follows :

Reading in the Third, Fourth and Fifth Readers of the Progressive Series.

Spelling from the Readers, or from the Progressive Speller.

Exercises in Articulation.

Greenleaf's Common School Arithmetic, complete.

Oral exercises in Mental Arithmetic.

Tower's Intellectual Algebra shall be optional.

Warren's Common School Geography.

Tower's Grammar, complete.

Analysis of Sentences.

Lossing's History of the United States.

Moral Science.

Anatomy and Physiology, to be taught orally, with the use of Charts.

Writing: Payson, Dunton & Scribner's system.

SECTION 3. The requisitions in relation to exercises in oral teaching, the use of the black-board, and the duty of imparting moral instruction in the Intermedial Schools, shall also apply to the Teachers of these schools.

SECTION 4. Pupils in these schools who have made thorough attainments in Arithmetic, Grammar, and Geography, as far as required in the books above enumerated, may enter upon the study of Book-keeping, Algebra and Geometry, in which case the text-books of the High School shall be used.

## CHAPTER V.

### HIGH SCHOOL.

SECTION 1. Pupils may be admitted into this school at the beginning of the first and third terms. Those who are admitted at each examination shall constitute a new class, thus making eight classes constantly in the school.

An examination of candidates for admission shall be held by the Committee on this school during the vacations in November and May. Public notice shall be given by the Chairman of the Board in one newspaper or more, of the time and place of such examination, stating the studies in which the examination is to be made, and the attainments which are required; and the questions for such examination shall be previously submitted to the Board by the Superintendent, when the percentage of correct work necessary for admission shall be determined. A detailed report of this examination shall be made to the Board, containing the names of those who appear to be qualified for admission, and after the action of the Board thereon, the Secretary shall send to each successful applicant a certificate of admission, to be presented to the Principal.

The candidates for admission shall present to the Committee a certificate signed by the Principal of the school they last attended, that in the judgment of such teacher the applicant is qualified for admission to the High School, and that he bears a good moral character.

Pupils who are found qualified, upon an examination conducted by the Principal of this school and the Superintendent, may be admitted to an advanced class in the school, at the commencement of the term.

Candidates for admission to this school must be at least twelve years old, and shall pass a satisfactory examination in

Reading,  
Spelling,  
Writing,  
English Grammar, complete,  
Arithmetic, complete,  
United States History, complete,  
Modern Geography, complete.

SECTION 2. The pupils in this school may remain members of it four years, and during this period it is expected they will accomplish the following

### COURSE OF STUDY :

#### FIRST YEAR.

Algebra, four terms.  
Physical Geography, first and second terms.  
Arithmetic, third and fourth terms.  
English Language, four terms.  
Music, Drawing, Composition, Declamation, Reading and Spelling, as occasional exercises.

#### SECOND YEAR.

Arithmetic completed, first and second terms.  
Geometry, third and fourth terms.  
Natural Philosophy, four terms.  
General History, four terms.  
Occasional exercises as in the first year.

#### THIRD YEAR.

Geometry completed, Physiology and Hygiene, and Astronomy, first and second terms.  
Trigonometry, Moral Philosophy, and Chemistry, third and fourth terms.  
Occasional exercises as in former years.

#### FOURTH YEAR.

Intellectual Philosophy, Geology or Surveying, and Rhetoric or Constitution of the United States, first and second terms.  
Political Economy, Natural History or Book-keeping, and Logic or Botany, third and fourth terms.  
Occasional exercises as in former years.

French, after the first year, shall be optional and *extra*. Scholars preparing for College will be required to attend only to those studies necessary for admission. Scholars pursuing a partial course in Latin may be excused from one English study.

The Latin and Greek authors to be read by the classes not intending to enter College shall be selected from time to time by the Principal, with the concurrence of the Committee on the school.

An accurate knowledge of the English language shall be considered of the first importance in this school. Every class shall devote a portion of time to some exercise connected with this branch of knowledge.

Every class shall also have the benefit of direct moral instruction. It shall be the duty of the Teachers on all suitable occasions to impress upon the minds of the scholars under their care principles of truth and virtue. Every class shall have a regular exercise in the science of morals.

#### COLLEGE COURSE.

SECTION 3. Those desiring to enter College may, after a thorough preparation in the English studies required for admission to any New England College, continue the study of Latin and Greek in special classes until qualified.

Those not designing a College course, shall be at liberty during any part of their term of study, to join such of the classes in these languages as their time admits.



